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Editor's Page: Purely Business ..... Lewis Paul Todd 195

ARTICLES

What's New About Africa? A Recent Bibliography ..... James K. Anthony 196
History Textbooks and International Understanding ..... Robert LaFollette 201
Social Science or Social Studies ..... John W. Kidd 207
School Study Councils Change the Social Studies Curriculum ..... Ole Sand 209
Public Opinion in a Social Studies Test Tube ..... Jack W. Entin 215
Freedom to Learn and Freedom to Teach ..... Committee on Academic Freedom 217
History and the Cult of Objectivity ..... Albert Alexander 220

ELEMENTARY AND JUNIOR HIGH SCHOOL SECTION

Community Helpers: A Unit for the Second Grade ..... Katherine Knapp 199
An Airplane Unit for the Kindergarten ..... Clara Evans 214

REGULAR DEPARTMENTS

Notes and News 222
Pamphlets and Government Publications ..... Manson Van B. Jennings 228
Sight and Sound in Social Studies ..... William H. Hartley 231
Book Reviews 234
Publications Received 240

SOCIAL EDUCATION is indexed in EDUCATION INDEX

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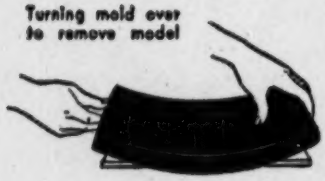
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Editor's Page

PURELY BUSINESS

WITH the last issue of *Social Education* for the current school year now in print, we turn to the job of planning the 1953-1954 publication program. The magazine being what it is, namely, the official organ of the National Council for the Social Studies, the process of planning should involve the whole membership. Have you any suggestions to make? If so, send them to the editorial office as soon as possible. We will know what you want and what you do not want only when you write and tell us what is on your mind.

AS THE editor sees it, there are a number of ways in which the members of the Council can help to build a better journal.

We need short reports (300-400 words) of successful projects, experiments, and studies. Good examples of brief reports are those by Florence Bushinsky, "Junior High School Students Register and Vote" (November 1952, p. 308), and Murphy J. Barr, "Coordination of Work in High School" (March 1953, p. 114).

We need one-page articles (600-650 words). The ones by Barbara Clancy, "Democracy in the Fourth Grade" (January 1953, p. 27), and by Robert D. Hall, "Breaking the Ice" (March 1953, p. 124) are worth-while models.

We can use radio scripts and short plays of the kind prepared by Rose Schneideman, "No-Tax Island" (May 1952, p. 201-206); and by Leonard Vitcha, "Our Presidential Electoral System" (October 1953, p. 272-274) and "Simon Bolivar: Liberator" (March 1953, p. 115-118).

We need examples of classroom projects similar to the one prepared by Benjamin Starr and Abraham Leavitt, "School-Wide Observance of Brotherhood Week" (January 1953, p. 25).

We need bibliographies similar to those put together by Morris Gall, "Teaching American History Through Novels" (April 1953, p. 156-158), and James K. Anthony, "What's New About Africa?" (May 1953, p. 196.)

We need, in summary, articles that deal with content, method, classroom activities, aids to teaching, and every other aspect of the social studies *at every grade level.*

The reader who has gone through the files of the journal for the past year will be fully aware of the fact that there is no area of the social studies field in which *Social Education* is not interested. If we seem to neglect one area, or to over-emphasize another, it is because we have not had the material to do otherwise.

A FEW words about mechanical details are in order. All manuscripts should be typed, double-spaced, with the author's name and address clearly noted on the top of the first page. Each manuscript should be accompanied by a self-addressed stamped envelope.

Contributors might also like to know something about the publication schedule. Every manuscript we accept for publication must be retyped in the form required by the printer.

This edited and retyped manuscript must then be returned to the authors for their final approval. When final clearance has been given, the magazine is "dummied." That is, the typed material is arranged in the way it will appear in print. All of this preparatory work has to be completed for each issue *at least two months* before the journal appears in print. Our mailing deadline to the printer for the December issue, for example, is October 15. It is quite obvious that manuscript that reaches us as early as October 1 has little chance of getting into the December journal.

And last but not least, the matter of length. We have about twenty-four pages available each month for articles of all kinds and for all grade levels. We can publish only four six-page articles (3600 words). We can publish eight three-page articles (1800 words). And we can publish ten to twelve articles ranging from one to three pages in length. This is what we prefer, for by this means we can come closer to meeting the almost overwhelming problem of coverage that we face in every issue.

What's New About Africa? A Recent Bibliography

James K. Anthony

WITH the recent outbreak of the Mau Mau violence in Kenya along with Malan's measures of enforcing *apartheid* in the Union of South Africa, the reading public once more is aware of the existence of Africa—the country normally found at the end of geographical textbooks. Since Africa has been frequently referred to as the *dark continent*, the question arises: Has any light been shed upon it? What has been written about this mass of real estate as Wells[1] calls it? The following select bibliography is intended to throw a well-rounded beam of light on this much-exploited continent and its inhabitants.

Physiography

OF THE textbooks describing the physiography of Africa, Fitzgerald[2] has been quite thorough in his coverage of the landforms. Many maps are included and several of them show in detail small areas that are seldom included even in atlases. The first chapter of this book treats of the structure and configuration of the continent in general, but it is the introductions to the eight regional studies in which the author goes into the details of geological structure of each of those regions. He makes it very clear that in physical regional studies, political boundaries are of secondary importance. Fitzgerald stresses the need of geographers doing more regional studies with the hope that there will be an increasing amount of information available on areas like tropical Africa. One disappointing feature of this book is the complete absence of photographs. It is regrettable that in a book of this caliber the author did not recognize the value of visual aid material.

Hills[3] and Spink[4] have written about the Rift Valleys. The former article is theoretical in content. The author discusses the Gregory theory which holds that the Rift Valleys occurred as a result of tension; Wayland's crustal compression theory; and Wagener's crustal tension theory. This is an interesting article but as to the theories not too much validity can be placed upon them until further proof is offered to substantiate or refute them. In the latter article Spink calls attention to the thermal activity in the Rift Valleys and raises the question whether Mt. Longonot is really an extinct volcano. It is a known fact that Mt. Kilimanjaro has areas of hot sulphur where ice formerly covered its peak.

Etherton[5] has written about two of the world's great deserts, the Sahara and the Kalahari. Of the former, the author tells of what a traveler encounters while journeying in the desert. There are bloodthirsty, wandering natives; the incessant beating of the merciless sun; and the elusiveness of water. Several abortive attempts to reach Timbuctoo are recorded before Rene Caillie, in April 20, 1828, reached this mysterious city in the Sahara. He was the first European to arrive at this city and live to return to civilization and tell about it. The whole stratagem was accomplished by his posing as a Mohammedan believer. Of the Kalahari, the author finds the great menace to man is not the heat or scarcity of water as much as the presence of dangerous animals. The deadly mambas and other reptiles; the lightning-quick leopards; the unpredictable lions; the vicious wild dogs; and the insidious tsetse flies all take their toll of life, animal and man alike. The little Bushmen and their poisonous arrows as well as the Hottentots are not to be ignored for the sake of good health. The

For this stimulating guide to further reading on the subject of Africa, we are indebted to an associate professor of geography at Southern University in Baton Rouge, Louisiana.

[1] Carveth Wells. *Introducing Africa*. New York: G. P. Putnam's Sons, 1944. p. ix.

[2] Walter Fitzgerald. *Africa*. New York: E. P. Dutton, 1948.

[3] G. F. S. Hills, "Rift Valleys of Africa." *American Journal of Science*, 246, 1948. p. 171-181.

[4] P. C. Spink, "Thermal Activity in Eastern Rift Valley." *Geographical Journal*, 105, 1945. p. 197-207.

[5] Percy T. Etherton. *Across the Great Deserts*. New York: Whittlesey House, 1948.

author has presented an interesting account of these two deserts from his field experiences. The pictures are good. The author's style of writing is free and the reading is easy.

THE climates of Africa are dealt with in the average textbook on climatology but Brooks[6] presents an interesting chapter on climatological data throughout the ages. He states that records of the Nile River floods have been kept for thousands of years. On page 332 the author quotes Herodotus' description of a Nile flooding: "When the Nile overflows, the country is converted into a sea, and nothing appears but the cities which look like islands in the Aegean." Only in unusually severe floods does the above description duplicate itself now.

The soil conditions of South Africa have been elaborated upon by Peattie[7] who says soil erosion in South Africa, if left unchecked, will be disastrous for all life in that region. The South African calls ravines, gullies, and any eroded area "the ulcers of the surface of the earth." South Africa is worried over its exhaustion of gold but author Peattie feels, ". . . its gold will outlast its soil, and black soil is infinitely more valuable, more logically valuable, than gold." Even though the sudden intensity of the rains may affect soil erosion, overpopulation and overgrazing are the primary causes of the barren land. Thus the European in wringing out the golden resources of the earth and enslaving the native to do so is causing poverty to the Bantu and, like a boomerang, eventual poverty to himself.

European Exploitation

THE continent of Africa has been the goal of European exploitation. Many colonies have been strategically located on the periphery of the continent or on or near important avenues of trade. Others have sought the lucrative agricultural and mineral wealth of the interior.

Many territories in Africa were named by the Europeans from the leading cargoes obtained there even though today very little of the original products are exploited. Ward[8] says that the Gold Coast still produces gold. In the early days of the 15th century most of the gold came from near the sea but now most of it is mined inland. Modern machinery is used both for deep lodes and for river alluvial deposits. The major river is the Volta and it flows into the Gulf of Guinea but the customary African sandbars prevent the river from being utilized by large vessels. The author further states that cacao is the chief export crop. The Gold Coast is becoming less of a forested land and nearly two thirds of the country is given over to grassland. Some of the timber is cut for commercial use but desiccation of the harmattan wind makes newly-planted saplings susceptible to grass fires which tend to keep the forest in small, scattered patches. One of the great deterrents to good health is the heterogenous assortment of disease-bearing insects.

Ojike,[9] a native of Nigeria, has given some pertinent observations on Africa from an African's point of view. And the contrast of his views with those of non-Africans makes his book interesting reading. The first few chapters of the book that Ojike has affectionately entitled *My Africa*, are a personal narrative of his early quest of an education at Lincoln University in Pennsylvania and The Ohio State University. In later chapters he shows how the British are exploiting the land; how their policy makes a farmer out of the Nigerian and likewise keeps him a farmer. The natives are not encouraged to learn a trade. The remainder of the book is given over to aspects of the social, religious, aesthetic, and political life of the Africans. There are three chapters on brotherhood. After reading this book, one suspects that the author is attempting to counteract many stereotypes associated with Africans. He makes a brilliant effort, but it would have been much more effective if he had confined his title and remarks to Nigeria rather than to extrapolate them to include all of Africa. Nevertheless, Ojike gives a valuable insight on Nigerian life.

In a popular article by Aitken[10] the reader gets a first hand picture of Zanzibar with its sinister narrow streets where stinking dried shark meat is sold by treacherous-looking natives. Of the economic activities of Zanzibar, the author states that this British Protectorate supplies the world with 80 percent of its cloves. The thirteen photographs that accompany this article are of great interest in that they capture the spirit of life in Zanzibar, especially those pictures that show views of the narrow streets; the Swahili fishermen in their little fishing boats; and curb serv-

[6] C. E. P. Brooks. *Climate Through the Ages*. New York: McGraw-Hill Book Co., Inc., 1949.

[7] Roderick Peattie. *Struggle on the Veld*. New York: Vanguard Press, 1947.

[8] William E. F. Ward. *A History of the Gold Coast*. London: Allen and Unwin, 1948.

[9] Mbonu Ojike. *My Africa*. New York: John Day, 1946.

[10] Russel Barnett Aitken. "Zanzibar—Island Jewel." *Natural History* 60, 1951. p. 120-127.

ice rendered by itinerant coffee vendors.

Gatti,[11] who has traveled and written extensively on Africa, relates an account of his visit to Ruanda and of his meeting the Watussi noblemen. These African giants (standing well over seven feet) are gracious and hospitable and trace their lineage back to the ancient Egyptians. The men pride themselves on their exciting coiffures and spend many hours trying out new styles. To the contrary, the women have short hair and hence are not as "hair-conscious" as the men. The natives are quite athletic and are excellent high jumpers. This was proven when several of the athletes jumped over the standing form of the author with many inches to spare. These spectacular people live in Ruanda and are protected by the Belgian government.

Political Geography

POLITICAL geography in Africa involves the relationship between Great Britain, France, Belgium, Spain, and Portugal and their African territories. This relationship is one of exploitation without representation. Chukwuemeka[12] pleads that a policy of co-operation between the Europeans and natives be instituted. He asks that there be native representation on various administrative councils. Chukwuemeka also feels that if the policies of the colonial governments are not directed toward the liberation of the natives, the natives will grow restless and revolt.

The cry for co-operation is the underlying theme of Orizu's book.[13] He feels that the economic wealth of Africa should not be exploited by foreigners for foreign development but that the wealth should be used to develop Africa. There is a need for educational enlightenment as well as a functional health program.

It was during the interim between the two World Wars that France tried, through intensive administration, to make the empire in West Africa productive. Roest[14] surveys this attempt at exploitation and notes that the climate has effectively prevented white colonization. Added to this have been hostile desert tribes. Of the agricultural potentialities France counted upon, only in oilseeds was this realized. The production of cacao is a minor item and cotton has been a failure. The lack of success is believed to be attributed to small plots of native-worked or native-owned land. It seems as though the plantation-type farms would have been more productive. Another factor in France's fiasco was sparse population scattered over large areas. Land, therefore, was tilled in small lots to serve the simple needs of the primitive natives. This was the opposite of France's territorial ambitions.

Matheson and Bovill[15] have written a comprehensive book on Kenya, Uganda, Tanganyika, and Zanzibar and their agricultural activities. The first part of their book is given over to a survey of the region, its topography, climate, native population, the land tenure, white settlements, native labor, etc. Part two of the book is entitled European Agriculture and shows the extent to which the Europeans living in East Africa are raising cereals. Kenya, for example, is a potential dairy colony though its fullest extent has not been developed. It also breeds good horses though they are not indigenous like Grevy's zebras and donkeys. Kenya looms up as an important bacon producer to the United Kingdom and already is a supplier to the Sudan, Belgian Congo, India, Aden, and to ships stopping at Mombasa. Poultry raising is a part of mixed farming; the sheep industry is on the increase. Finally Kenya is the world's most notable producer of pyrethrum. In part three of this book, African agriculture is discussed under the headings of the four colonies. Native agriculture in Kenya is somewhat primitive as compared to the British. In Uganda, immigrant labor accounts, in part for its position as an agricultural exporter of tea, sugar, and cotton. Though Tanganyika's major problem is maintaining soil fertility, beeswax, copra, coffee, rice, tobacco, some fruits and vegetables are the products of this colony. Zanzibar leads the world in the production of cloves. The authors have written a well-organized book of facts supported with many tables and statistics.

Summary and Conclusions

DURING the decade 1941-1950 many articles on Africa were published and most of them were written by European geographers. The shorter reports appeared in many periodicals. Books, on the other hand, have not been plentiful. Several of them, however, are regional in content, others are anthropological. The Ameri-

(Continued on page 200)

[11] Gatti, Attilio, and Ellen. *Here Is Africa.* New York: Charles Scribner's Sons, 1943.

[12] Nwankwo Chukwuemeka. "International Co-Operation in Africa." *Social Research* 18, 1951. p. 55-75.

[13] A. A. N. Orizu. *Without Bitterness.* New York: Creative Age, 1944.

[14] Pieter K. Roest. "French West Africa." *Foreign Agriculture* 5, 1941. p. 355-396.

[15] J. K. Matheson and E. W. Bovill. *East African Agriculture.* New York: Oxford University Press, 1950.

Community Helpers: A Unit for the Second Grade

Katherine Knapp

THE social studies program in the lower elementary grades in Ithaca is concerned mostly with experiences in group living. These experiences are organized about the home, the school, and the community. They tend to show the child that there are many people contributing to the satisfying of his daily needs and that no one can live independently of others. The children, through many and varied activities, are led to see themselves in relationship to the people whose activities influence their daily lives—the policeman, the postman, the doctor, the farmer, the grocer, and the milkman. They learn that all these people have their useful place in the community, and that the work of one, however remote, has an influence on the life of another.

If children are given a program based upon personal as well as vicarious experiences, and are taught to use and organize the information gained from these experiences through oral and written language, arts, crafts, and other creative activities, it will lead to the development of many desirable habits and skills. They will learn to share and to cooperate with others; to observe the rights of others. They will develop responsibility, judgment, courtesy and kindliness. It is the kind of training that should help them live happy and useful lives and prepare them to do their part as good citizens in building a good community.

ONE second grade class found helpful a panel discussion on the community helper, the grocer. It was the second successful attempt of this kind made with this particular class.

The children, with the guidance of the teacher, selected their own chairman, two reporters and the members of the panel. It was understood, however, that each child, even though not on the panel, was to have an active part. This is where the teacher helped. She placed a large envelop made from a pastel shade of poster paper, 18 by 24 inches, on the bulletin board with the caption, "Information Please." Here all members of the class deposited questions pertinent to the work of the grocer or the grocery store. After the panel discussion, these questions were read and members of the class responded.

Previous discussions and class work resulted in the following topics to be touched upon by the panel members:

1. Types of grocery stores in our community
2. Duties of a grocer
3. How the grocer takes his part in community life
4. Original poems
5. Songs, poems or stories, read about the grocer or grocery store
6. Play: "How a Grocer Greets His Customers"
7. Pictures relative to a grocer or grocery store
8. Questions from the "Information Please" envelop

The teacher set aside a special corner in the room wherein she made available to the group books, charts, articles, pictures, magazines, and such other materials as could be helpful. She encouraged the children to make use of this material and assisted, whenever asked, in the organization of committees so that each child knew what he was to do and how to go about it.

THE panel, which consisted of fourteen persons, the chairman, and the two reporters, grouped themselves so that each topic except the eighth was handled by two children. Here are examples of what was discovered. The statements are presented just as they were written by the children.

TOPIC ONE

"There are two kinds of grocery stores at the present time in our community. One is the independent store and usually owned by one or two men. The other is the chain store, owned by a company, with stores in many other communities. Now, most stores are self-service. In olden times, groceries were bought across the counter with a clerk to wait on the people. The chain stores have companies that can their fruits and vegetables, and bake their bread and cakes. The small country stores sell more than groceries. They sometimes sell cloth, thread, and clothing."

"The modern grocery store (self-service) is a wonderful change to us, as we don't have to wait for the grocer. As

Miss Knapp, a teacher in East Hill School of Ithaca, New York, carried on this unit of work with a group of above-average second graders.

you enter the grocery store, you take a wire push-cart and walk by the shelves, taking what you need and putting it in the cart. Then you take the cart to the place where the checkers check your groceries, ring up the prices on a machine, put your groceries in bags for you, and carry them out to your car. Some of the modern self-service stores, too, carry clothing and other articles other than just food."

TOPIC TWO

"The duties of a grocer are many. When vegetables arrive at the store, the grocer must sort, arrange and price them. Peas and beans are sold by the pound. You often see the grocer pricing things. Some of the most likely prices are: Peas, 29 cents a pound; Cucumbers, two for a quarter; Fresh pears, three for a quarter. Modern grocery store managers are busy men. They have to take charge of all the groceries as well as see that the checkers do a good job."

"A grocer has many duties. He has to keep his store neat and clean. He sees that his vegetables are fresh and ready for sale. He tries to be courteous to his customers. He has to keep track of all he sells, and at the end of the day, he counts the money and puts it into a store safe."

The following poem about the grocer's activity was written by one of the pupils:

I go to the grocery store every day,
It's down the street, and across the highway
There are beans, peas, cans, fruits, cakes, and pies.
The grocer is waiting there for me to buy.
He sells me candy, vegetable and bread,
And as I go out, he smiles and nods his head.

Some of the questions which came from members of the entire class, and were deposited in the "Information Please" envelop, showed much thought and knowledge.

Where does the grocer get the foods which he sells to his customers?
Why does the grocer spend less money than the people for the food he buys?
Can you name some things that the grocer sells by the dozen?
Name some things that the grocer sells by the pound, by pints, by quarts?
What was the name of the first self-service grocery chain store?
Why do some grocery stores have stands outside the door of the store like Egans on Eddy Street?
What is the difference between a wholesale grocer, a retail grocer, and who is the consumer?
What other articles besides food are sold by large grocery stores?

This panel discussion was a meaningful experience. It stimulated independent thinking, "research" work, and helped to develop habits of cooperation, courtesy, and responsibility. It resulted in a trip to a neighborhood store, and to the building of a model store right in the classroom. The latter activity gave the children experiences in arranging shelves, making labels, price tags, posters, and learning money values. It offered opportunities for dramatization for the children took turns being clerks and customers.

Activities of this kind, with the guidance of the teacher, will help pupils to gain in knowledge through efforts of their own, and to learn responsible and more mature ways of cooperative living.

WHAT'S NEW ABOUT AFRICA?

(Continued from page 198)

can authors have written many articles for popular and professional journals. They have been more politically-conscious in their writings on Africa than have the British and other European writers. Of the few articles on African political geography and of those few articles written by native writers, the dominant theme is political and social equality.

The dominant feature of many of the regional studies reveals the need of native enlightenment in the educational, the social, the economical, and the political affairs of Africa. European powers with territories in Africa have largely exploited the country for their own good and with little regard for the land or their natives. Feeble cries of help and of warning are being sounded by several native observers. They feel that an intelligent and a free Africa would make their continent a better place on which to live. This attitude, in reality, is the beginning of a wave of nationalism that might be called *Africa for the Africans*. The natives are aware that the wealth of the country is slipping through their fingers like water to be lost forever. It is not conceivable that the Colonial Powers, in spite of their fluctuating concepts of freedom and democracy, will ever voluntarily grant these natives complete independence as long as there remains land to cultivate or minerals to mine. The hope of native Africa freeing itself completely of foreign domination is through education and with military aid supplied by sympathetic nations.

History Textbooks and International Understandings

Robert LaFollette

THE first American-German Historian and History Teacher Workshop Conference was held in Brunswick, Germany, May 12-23, 1952. It was held in frank recognition of the precept in the preamble to the UNESCO charter that since wars begin in the minds of men the defenses of peace and international cooperation must be built in the minds of children and youth; that nationalistically prejudiced textbooks have been one of the factors in causing war. In recognition of these facts, two professional organizations, the *Arbeitsgemeinschaft Deutscher Lehrerverbaende* and the National Council for the Social Studies of the United States, decided to do something constructive about the improvement of history textbooks through the minimizing of nationalistic prejudice in them. This decision led to the holding of this first American-German Historian and History Teachers Workshop Conference.

Background

ALREADY after World War I individual historians, various teacher organizations and the League of Nations sought to cleanse history textbooks of chauvinistic and other vexatious nationalistic tendencies. In the period of Briand-Streseman, Dumas and Lapierre of France took the initiative in opposing chauvinistic textbooks. In the same time the League of Nations approved the so-called Ceasares resolution but it remained a paper resolution. A quasi-official organization of the five north European states of Norway, Sweden, Denmark, Finland and Iceland had more concrete success. A commission of recognized historians and history teachers with members from each of the five countries was organized to evaluate history textbooks. This commission became a kind of self-control functioning committee which issued non-obligatory recommendations which, however, were considered by almost all the textbook authors and publishers of the five countries. Through these continued efforts the Scandinavian textbooks stand out as the most modern of Europe from the point of view of accuracy and objectivity.

After 1945 UNESCO continued the work of the League of Nations with a large measure of success. Two international textbook seminars have been held under the auspices of UNESCO, one in Brussels in 1950 and the other in Sevres in 1951. Workshops have been held between the Germans and other Europeans as the English, the French, the Dutch and the Scandinavians under the leadership and catalytic influence of Professor Georg Eckert of Kant Hochschule in Brunswick.

In the Brussels UNESCO seminar in 1950 both a German and an American delegation participated. Utilizing the opportunity, an agreement was reached between the two delegations to arrange for an exchange of textbooks and mutual reviews of them by committees of the two respective organizations, the *Arbeitsgemeinschaft Deutscher Lehrerverbaende* and the National Council for the Social Studies. Mr. Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies, presented the agreement to the Board of Directors of that organization at their meeting in Minneapolis in October, 1950, explaining that the purpose of the reviews would be to call attention to passages which might need revision in order to be accurate and to reflect recent interpretation; also to suggest content, the omission or inclusion of which might be inimical to friendly understanding between the two countries. The members of the Board of Directors of the National Council for the Social Studies, approved the agreement unanimously and a committee was appointed to cooperate with the Committee for History In-

The author of this article served as social science specialist and teacher-education advisor in Germany from December 1950 to August 1952, following two similar tours of duty there since World War II. He is currently chairman of the Committee on German History Textbooks, and head of the social science department at Ball State Teachers College.

struction of the *Arbeitsgemeinschaft Deutscher Lehrerverbaende*.[1]

One member of the National Council committee, Professor Robert LaFollette of Ball State Teachers College, went to Germany for a two-year leave of absence under the auspices of the Department of State to serve as teacher education advisor and specialist in social studies. With the cooperation of G. R. Koopman and George A. Selke of the Division of Cultural Affairs of the Office of the High Commissioner of Germany a grant-in-aid was approved for the holding of the first American-German Historian and History Teacher Workshop Conference in Brunswick, May 12-23, 1952. Robert LaFollette was made Executive Secretary of the project for HICOG and represented the National Council for the Social Studies Committee, later acting as Co-chairman of the Workshop Conference with George Eckert.

In harmony with the Brussels agreement between the NCSS and the AGDL textbooks were exchanged to make them available for review and evaluation. The textbooks were examined from the point of view of freeing them of nationalistic prejudice and correcting distortions, misrepresentations and omissions. The German historians and history teachers scrutinized American history textbooks as to how they presented German history and life, as to whether some phases are neglected or inadequately, if not falsely, handled. American historians and history teachers did likewise with the German school histories as to how they treated American history and life. It was also thought important to consider the question as to what German youth should know about American history and life, as well as what American youth should know about Germany. An attempt was made to draw up a canon of historical facts and ideas about each one's own country that he would consider indispensable in the textbooks of the other country in order to communicate a just historical picture to its youth. These evaluations of textbooks were made ahead of the meeting. The two sides examined and evaluated more than thirty widely used textbooks. Delegates found these evaluations mimeographed in both English and German on the tables in their hotel rooms upon arrival.

[1] Present committee members are: Burr Phillips, University of Wisconsin, Chairman; F. P. Wirth, George Peabody Teachers College; Walter Mohr, George School; Elmer Pfleiger, Detroit Public School; Chester Easum, University of Wisconsin; and Robert LaFollette, Ball State Teachers College.

Workshop

THESE textbook evaluations were the bases of the workshop discussions. However, to increase the objectivity and to supply a leaven in the American-German deliberations representatives of thirteen other nations were invited and ten of them actually sent delegates. These participants came from Belgium, France, Holland, Switzerland, England, Norway, Denmark, Italy, Greece, and Austria. In addition UNESCO, the Jewish World Congress, and the World Brotherhood were organizations represented.

The sessions were held in the *Kant Hochschule* in the free Hanse city of Brunswick not far removed from the East Zone border. The participants entered the building passing along a colorful lane of flags of the nations represented, with the European Union flag hanging a little higher on the front of the building. The deliberations centered in a conference room furnished with a very large round table flanked by small tables arranged around the walls of the room. Textbooks and historical source materials lined the window ledges to be drawn into the discussions to concrete and illustrate points being presented. The laboratory resources of the workshop were extended by materials in two exhibits. One of these was a special exhibit of American Junior and Senior High School history textbooks, of historical treatises, facsimiles of historical documents and other useful materials prepared especially for the Brunswick workshop by the Department of State stateside with the counsel and assistance of Mr. Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies. The materials in the exhibit were made available to workshop participants through their arrangement and display in an *Amerika Haus* bookmobile. An exhibition of German textbooks was assembled in the *Kant Hochschule* for the purpose of examination and comparison by the conferees. German, English and French were the official languages of the conference, interpretations being made simultaneously.

THE twelve-day workshop conference was formally opened with addresses by Mrs. John J. McCloy, G. R. Koopman, Chief of the Division of Cultural Affairs, HICOG; Richard Voigt, Minister of Culture for Lower Saxony; H. G. Albert, Head of Textbook Division, UNESCO; and Professor Graf Wolf von Metternich, Cultural Attaché, German Foreign Office. The formal opening was followed by reports on international textbook work by the representatives of the vari-

ous nations and UNESCO in the afternoon of the same day. The following days of discussion and conference on textbook evaluations were only interrupted to view and critically examine school films, to hear and comment on school broadcasts of the radio stations of West Germany, and by two short excursions. One of the excursions came early in the workshop conference to enable the participants to get personally acquainted and associate on an informal basis. The excursions contributed immeasurably to good fellowship and the over-all success of the undertaking. All participants were supplied with meal tickets in book form and ate dinner and supper together in the *Statschaenke*. This gave frequent opportunity to continue discussions and for informal exchange among the representatives of the twelve nations present. The program also provided four addresses for the general public in the evenings during the twelve days. Speakers were Professor Oron J. Hale of the University of Virginia, Professor George Stadtmueller of the University of Munich, Professor Hans Herzfeld of the Free University of Berlin, and Professor Hans Rothfels of the Universities of Tübingen and Chicago.

The workshop as a process centered in the conference room. It was conceived as a bona fide workshop and speeches were banned. Better to arrive at specific concrete results the plenary group was divided into committees to formulate particular aspects. These committees reported back to the conference room where their ideas were discussed and critically judged.

FROM the beginning it was realized that there would be sensitive points but it was agreed that there should be a free exchange of information and views. Views were expressed dispassionately, realizing that the participants must have cold heads but speak the truth, whether unpleasant or not, to themselves or to their fellow conferees. It was a working principle that criticism must be based upon historical sources in order to have the light of reason rather than the passion of a political battlefield. It was a strictly factual, scientific and responsible sharing of the findings of historical investigation. There was to be no bargaining for mutual concessions. Colorless compromise was as little the goal as control or censure. There was to be no lazy compromise which one would have to accept with half-a-heart or a bad conscience. The struggle on all sides was to honestly free themselves from traditional prejudices with a view to really understanding the other person's point of view. The presence of other West Europeans acted as a control and a leaven, lessening the tensions between the representatives of the United States and Germany. Delegates of these two nations sat there under the eyes and in the earshot of participants from ten other nations. The participation of these others made the workshop more than the positing of either an American or a German view over against the other. It made possible the positing of the American or German historical treatment over against the European. These representatives of Norway, Denmark, England, France, Belgium, Holland, Switzerland, Austria, Italy and Greece participated freely in the discussions.

In this effort to ever advance toward objective and undistorted (*unverzerrt*) history, naturally relativity had to be recognized and it was agreed that there are no absolute norms. Delicate considerations may result from too much condensation. Overtones may lead to misunderstanding. It may be the tone that the music makes that raises the objection. However, when an episode is dramatic in occurrence or development, it is a distortion of truth not to make it dramatic. As one participant expressed it, history writers have the task to tell the truth.

THE striving was ever toward positive and not merely negative results. One observer saw in the deliberations aimed toward the improvement of textbooks used in the schools of the various nations an open, honest discussion of men to men, of scholars to scholars with the evident purpose of setting aside prejudices, of eliminating falsity and nationalistically subjective presentations of the past. It was his view that the great goal is to reach a point where the school children do not view the historical development of another nation only from the angle of their own development, but to learn to recognize that the neighbor state may see history and people otherwise; to grant them that right accompanied with the hope that they in turn will accord the same right to other persons. One reporter headed his news story on the Brunswick Workshop Conference, *"Professoren der Toleranz."*

Proposals

OUT of these discussions crystallized suggestions from the American historians and history teachers to their German colleagues and suggestions from the Germans to the Americans as to how they would like to see the textbooks changed. Two basic proposals of the Americans

were that the German history textbook should give more space to the achievements of American culture in education, philosophy, literature, painting, music, sculpture and architecture and to a positive understanding of democracy as conceived and practiced in the United States, liberty plus responsibility. It was a further recommendation that textbooks stress the people and their daily living—family life, the job, the schools, the churches, entertainment, the public library, public health, for example. It was pointed out that the multiplicity of ethnic, religious, and cultural groups living effectively together in the United States might serve as a prototype of what may be done on a world-wide basis. It was thought that German youth should have a chance to understand the meaning of the revolutionary birth of the United States in the continuous struggle for liberty and its maintenance. Although the American Civil War is almost sure to be one of the episodes of American History to be presented in German school histories covering that period, their present treatment is too greatly under the influence of *Uncle Tom's Cabin*. There is little or no evidence of their appreciation of that struggle as one for Southern independence, as a conflict between an agricultural civilization in the South and a more industrialized civilization in the North or as a part of a world-wide national unification movement. There was little sign of awareness of the concept of the frontier in American history as a society reborn again and again on the successive frontiers, growing ever more liberal and accentuating the principles of equality, individualism and self-reliance. The Americans stressed the necessity for *world* history as valid for the European as well as for the United States and the Far East; that civilization must not be divided into Western as over against Eastern. Pedagogically the Americans again asked that there be more emphasis on human beings and their living conditions, keeping the military and political in their positions of relative importance. It was suggested that textbooks be written for children rather than preparing them as manuals for teachers. The textbooks and teachers must convey to pupils that they themselves are a part of history and not merely spectators, must communicate to them a sense of responsibility to study the past in order to understand the present that they be enabled to build a better future.

The use of anecdotes, sidelights, biographical sketches and illustrations to enliven the textbooks, to make them more life-like was further recommended. The American recommendations concluded with ideas of a continuous exchange between the historical magazines in Germany and the *American Historical Review* and *Social Education* to enable the historians and history teachers of each nation to be informed of the results of historical research and the professional developments in the other country.

FROM the German side it was asked that the part of the Germans in the industrial development of the United States, especially the Middle West, after 1850 be recognized. The American delegation accepted this and widened the area of recognition to include such things as the settlement of Pennsylvania, the strong cultural traits of the so-called Pennsylvania Dutch of the seventeenth and eighteenth centuries, which are noticeable yet today. Further attention was called by the Americans to the decisive role of the "Forty-eighters" in the election of Abraham Lincoln. The Germans recommended the elimination of the use of such propagandistic or emotionally colored words as "barbarians," "Junkertum," and "militarism" in the treatment of German history. The Germans, conceding that ethnographically the term "barbarian" might be applied to the Germanic or Teutonic peoples, said it should not so sharply differentiate the Germanic culture from the Anglo-Saxon and Scandinavian that indeed the Germans took over many features of the ancient cultures. They further stated that the designation of the early Middle Ages as the "dark ages" does not correspond to the achievements of these years, that the Franks and Germans achieved along with the French. Objections were raised to American textbooks handling single European nations one after the other during the period, 1500-1800, as such treatment does not bring out the interrelationships on a European basis and interferes with understanding. It was proposed that in the presentation of the history of Germany in the nineteenth century that more attention be given the reforms of Stein and the liberal democratic tendencies expressing themselves in the emancipation of the peasants and in the granting of autonomy to cities.

FOR the Napoleonic Era the Germans desired that this emphasis on the Prussian reform movement be on it as a movement for freedom rather than as a nationalist one. They would have this apply to the new German humanism as a cosmopolitan world view and to the liberalism of 1848-49. They would have the Revolution

of 1848 not considered as a national unification effort but as a strong liberal stream in Germany as was the French Revolution in France. They would have recognized a strong American influence upon the early German liberal leaders as on the relation of the United States Constitution to the Frankfort Assembly. The German resolution on the Weimar Republic stated that the Weimar Constitution contained the revolutionary ideas of the worker and soldier councils, that it was not a weak attempt to establish a democratic state, that it was a democratic reality between 1924 and 1929, that it was not merely the inept parties, the system of coalition that shattered the Weimar Republic. It was the Versailles Treaty, the occupation of the Ruhr, inflation, and above all, the world industrial crisis that prepared the ground for the opponents of the Republic—from the right and the left. It should not be considered as the vestibule to the rise of the Nazis, that the victors, despite Locarno, the Dawes and Young plans, gave no government of Weimar a serious chance. Finally, another major recommendation of the German delegation was that American history textbooks allot attention and space to the German Resistance Movement within Germany during the time of Hitler and World War II. They pointed out that the resistance movement could be opposed by a regime with ethical indifference and the amoral apparatus of a totalitarian state. They further alleged that the German Resistance Movement was made up of all classes and its strength was used in a continuous effort to work for a better Germany and a federated Europe, that leading participants were officials and diplomats from the conservative classes, that the Movement had little support or encouragement from abroad.

These two sets of suggestions were accepted by the respective delegations with the understanding that they would be submitted to the textbook authors and the publishers in the respective countries for their consideration. This has been done and many replies expressing willingness to cooperate in textbooks revision have been received. This action is in full accord with the voluntary nature of the plan of international self-control of textbook authors, publishers, historians, history teachers, and teacher organizations.

Outcomes

THE most immediate effect of the Brunswick Workshop Conference was on the directly participating representatives of the twelve nations themselves. The workshop resulted in a fellowship of historians, history teachers and publishers from twelve nations who know and understand each other, who demonstrated ability to and possibility of considering controversial matters in an atmosphere of good will, realizing that all historical poison bacilli are dangerous for the present and the future and should be eradicated. Progress in the development of the capacity for self-criticism was evident. Said one participant: "We must not allow ourselves to become nationalistic in our parts as critics, and not be too apt to drop our convictions in order to obtain an artificial mutual understanding. . . . The new points of view which I learned to know were very interesting, but much more important was the general impression that for a history teacher it is necessary every day to discover and fight against one's own prejudiced ideas and points of view. The weight of old nationalism is heavy in practically all textbooks, in the teachers and in public opinion. There is a good deal of work to be done, but just because there is so much of it, I think we have a reason to believe the work will be of importance." Another believes the Workshop the beginning of a platform which can serve as the basis of American-European cooperation.

The idea is to supply a medium of international self-control by scholars, teachers, authors and publishers. The textbooks could be submitted and examined ahead of publication by a commission of scholars, teachers, authors and publishers. Serving as the basis of common investigation of delicate or ticklish points of German-American or other international relationships the textbooks would be revised in light of research in the fulfillment of the aim to be objective and scientific, to disseminate historical truth. To quote from an address made at the opening session of the Brunswick Workshop Conference: "We should learn from war and history to lessen human suffering and to avoid it. Combined with the willingness of children, it is the high task of a teacher to teach historical truth. Untruth is a luxury we can no longer afford. The children must become prejudice free and learn to recognize the truth, even though it is uncomfortable." In case no unity appears possible, the opposing views can be put in a footnote so that the pupil is exposed to both views.

Already withhin the running time of the meeting there were evidences of the widening effect of this first American-German Historian and History Teachers Workshop Conference. The participants from Italy began planning to hold

a similar workshop within their nation. Preliminary arrangements have now been completed. A plan has been worked out for Belgium to hold a series of one-day conferences in the Belgian teacher colleges and universities until all are made aware of the Brunswick Workshop Conference—its background, its structure, its process and its findings. Negotiations were entered between Greece and Germany and between Greece and the United States for an exchange of textbooks and mutual cooperation. One American participant was stimulated to organize and offer a seminar on the Weimar Republic in his university upon his return to the United States. Another delegate said that he had suddenly become aware of the fact that he had not really been thinking, before this time, beyond Europe. The two representatives of UNESCO organized an international commission from the delegates and held its first meeting during the period of the Workshop. This commission of selected participants from the various nations at the Workshop met again in Paris in January, 1953. The members of the Commission will assemble materials for the UNESCO report on this area of international textbook improvement.

THE reviews and evaluations of textbooks written for and used in the Brunswick Workshop Conference have been sent to the authors and publishers of these books for their reactions. Both publishers and authors have written responses and indicated their willingness to cooperate in making necessary revisions. In the instances of E. H. Dance, *The Modern World,* and Karl Mielcke, *Geschichte der Weimarer Republik,* and several Scandinavian textbooks changes have been made in response to international discussion and critical evaluation. A Swiss participant made arrangements to send chapters of his forthcoming textbook to appropriate participants ahead of the actual publication of the volume to receive the benefit of their special scholarly competences.

In the opinion of one of the European delegates a major accomplishment of the Workshop would be not only to bring about changes in textbooks, but would be to make the public aware that such changes should be made—to create such a public. A beginning was made during the Workshop period itself to create such an alerted public. A live radio program was broadcast from the Workshop itself on the objectives, the process, and the expected outcomes by a participant from Norway, representing Northern Europe, a Greek representing Southern Europe, a German, and an American. The press, the radio and the newsreel were very generous with the allocation of their space and time throughout Western Germany, in the United States, and other countries. The Associated Press and Reuters news agencies put the Workshop on their wires and carried feature stories on it. One echo came from Bagdad and *Neues Deutschland,* organ of the East Zone SED, acridly wrote of the "Schuman Plan for History."

The ideas and findings of the American-German Historian and History Teachers Workshop conference highlighting democratic and scientific processes will be disseminated through an especially printed report containing the findings and recommendations of the Workshop. The report will be distributed in both Europe and the United States. These findings and recommendations will form an important part of the second volume of the *Internationales Jahrbuch für Geschichtsunterricht.* Both the *Arbeitsgemeinschaft Deutscher Lehrerverbaende* and the National Council for the Social Studies of The United States serve as agencies in the dissemination.

NO ONE is so naïve to believe that the Brunswick Workshop conference set aside all German-American historical controversies but one German participant believes that it is a stepping stone on the long and toilsome way to an all inclusive, universal view of history and to the education of children of all peoples in the spirit of this deepened mutual understanding. Representative headline characterizations of the Workshop conference were: "Work on the Textbook of the Future," "Textbooks Need Not Be Arena for National Resentments," "History Instruction in the Service of Understanding of Peoples," "Textbooks—Free from Chauvinism," "Truth in History Instruction," "*Professoren der Toleranz,*" and "Blood and Tears or Peace?" In minimizing nationalistic prejudice in history textbooks we will not only be communicating an objective historical picture to the rising generation but in all nations will be implementing the widest understanding. The objectives ever involve the reconciliation of people, the advancement of international understanding and peace.

●

Social Science or Social Studies

John W. Kidd

DESPITE Wesley's statement that "the term *social studies* . . . may be misused, abused, scorned and criticized, but it is unlikely to disappear from educational literature within the proximate future," the writer is moved to suggest the immediate abandonment of the term.[1]

Perhaps the most authoritative definitions and differentiations of the two terms appear in the *Encyclopedia of Educational Research*[2] and read as follows: "the social sciences are those bodies of scholarly materials which deal with human relationships. They are the product of research, thought, and experience. On the other hand, the social studies are those portions of the social sciences which have been selected for instructional purposes." Wesley similarly put it that, "The social studies are the social sciences simplified for pedagogical purposes."[3]

While these statements hardly justified the pseudodichotomy now in vogue, another of Wesley's statements would, if valid, amply justify the continuation of the usage. He writes: "The designation of social materials intended for instruction as *sciences* is not only a malapropism; it is faulty psychology and inept *pedagogy*. It is psychologically and pedagogically desirable to indicate by terminology the difference in level between research reports and instructional materials."[4] Here, it appears is the critical aspect of the matter.

Are We Being Consistent?

SUPPOSE, for the moment, that American education zealously seeks consistency on the part of the educated, as, indeed, it often claims to do; then how can one logically fail similarly to discriminate between *natural science* and *natural studies?* Yet, it has not apparently been thought desirable.

Now, examine the implication that the teacher of social studies is not a social scientist since she is not engaged in research—so the teacher of chemistry is not a chemist but a teacher of chemistry—very well, the social science teacher may not be a social scientist but she is a teacher of social science as surely as the biology teacher is a teacher of natural science.

There is an additional implication that the student is not studying social science since only that social science selected for instructional purposes is being studied—then the student in physics is not studying natural science unless *all* physics is being studied—since this is difficult at best, it appears to be essential that the concept "natural studies" be created or the concept "social studies" be abandoned if education is to practice what it preaches regarding reasonableness and consistency.

The evolution of the concept is traced by Wesley as far back as 1892, but he gives major "credit" for the standardization of the usage to the Report of the Social Studies Committee of the National Education Association of 1916.[5] Levi,[6] too, as well as the *Encyclopedia of Educational Research* summary,[7] gives major emphasis

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[1] The writer has been concerned about this problem for some time, but as a college teacher of social science, it remained somewhat distant. As a Fellow with Educational Testing Service during the summer of 1952, he was confronted with the continuing concern of this agency with measurement and evaluation at all levels. Especially, as thought is given to the construction of integrative instruments which may succeed in charting growth of students in various ways from one level to another, it becomes apparent that this overlapping and confusing usage is one of the most noticeable American educational inconsistencies. The views expressed herein are not to be taken as reflecting the thinking of ETS or any of its personnel, but are entirely those of the writer.

[2] Edwin R. Carr, Edgar B. Wesley, and Wilbur F. Murra, "Social Studies," *Encyclopedia of Educational Research*, Walter S. Munroe, editor. Revised edition. New York: The Macmillan Company, 1950. pp. 1213-14.

[3] Edgar Bruce Wesley, *Teaching Social Studies in High Schools*. Boston, Mass.: D. C. Heath and Company, 1950. p. 34.

[4] *Ibid.*, p. 36.

[5] *Ibid.*, pp. 30-2.

[6] Albert William Levi, *General Education in the Social Studies*. Washington: American Council on Education, 1948. p. 10.

[7] Carr, Wesley and Murra, op. cit., p. 1214.

to that Committee in placing responsibility for the current situation. From the specious type of argumentation needed to justify its existence and the confusion among the users now extant, it appears that this Committee, perhaps unwittingly, perpetrated an intellectual fraud of major proportions. The destruction of the monstrous pseudo-dichotomy thus created may be a worthwhile project for the next quarter century.

As for the confusion referred to above, behold: by definition, social studies are extracted from the social sciences, yet in the curricula of the schools one may find social science(s) listed *under* the heading "social studies."[8] In these widespread instances, it appears that the offspring has engulfed its sire. There is, in addition to this contradictory usage, the "I-surrender-school" who simply say, "social studies (social science)," or "social science (social studies),"[9] indicating abject deference to an incomprehensible duality.

SOCIAL SCIENCE may be defined as the application of the scientific method to the observation of human behavior in interaction, plus the data thus accumulated. (So natural science is at once: (1) a method, (2) its application to the observation of reality other than human behavior in interaction, and (3) the data thus accumulated.)

The *social sciences* may be defined as the application of the scientific method to the discernible and commonly differentiated fields of human behavior in interaction, plus the bodies of data thus accumulated. These may then be identified by the criteria of discernibility and common differentiation. They would currently include; sociology, political science, economics, social psychology, cultural anthropology, and the factual aspects of human behavior included in a variety of courses such as history, geography, ethics, philosophy, and geopolitics—though it must be recognized that geography is essentially natural science, philosophy and ethics similarly humanities, and some aspects of history (the creative, the interpretations which go beyond justifiable extrapolation, the pursuit of history as an esthetic undertaking, etc.) belong in the humanities.

Now it appears that if one may study a field of science without studying all of it, and if one may teach a field of science without being a research specialist in that field, then one may refer to what is being studied and taught by its generally accepted identification as a division of science. In this case the concept "social studies" is superfluous. If one denies that these steps are logically justifiable, then by the same logic, it seems that he would be compelled to advocate the immediate adoption of the term "natural studies" whenever *selected materials from the natural sciences are being studied.*

SUPPOSE, actual consideration were given to changing the name of the National Council from "Studies" to "Sciences"—and similarly changes were contemplated elsewhere, what are some of the practical implications?

One type of objection which may be heard may be expressed as: "The social studies teacher is not compelled to be objective in her treatment of social phenomena."

This implies that objectivity about things social is anathema. This implies that the banner "social studies" denotes some lower standard of ethics. The obligation of the teacher to weigh evidence and to render logical judgment in light of it is hardly removed by calling oneself a teacher of "social studies." If one holds that the young are entitled to know the facts in this enlightened age, then the teacher is obligated to purvey them; she can ill afford to object to taking on the role of scientist in examining human behavior—political, economic, or otherwise.

That the teacher shall make judgments, judgments based on values of one sort or another, is inevitable. These judgments should be clearly separated in her mind and in the minds of her pupils from her role as a scientist. They are performed in her multiple-faceted role as a citizen. No human being can be a scientist, natural or social, twenty-four hours of the day interminably. He is compelled to go beyond the discovery of reality and to make decisions as a voter, a parent, a friend, an enemy, etc., but clearly such decisions should not be purveyed in the same package with the components of demonstrable reality. This principle remains fundamental whether one thinks of himself as a teacher of social science or social studies.

Particular questions may arise such as: "What about civics as a social science?" This provides no insurmountable difficulty since it refers to the relation between man and government and is

(Continued on page 213)

[8] *Teaching of United States History in Public High Schools*, Bulletin 1949, No. 7. Washington: Federal Security Agency, Office of Education. 20 p.

[9] See, for example *General Education in a Free Society*, Report of the Harvard Committee. Cambridge: published by the University, 1945. pp. 58-9.

School Study Councils Change the Social Studies Curriculum

Ole Sand

A GROWING body of evidence during the past decade indicates that the principle of cooperation between teachers and pupils in a classroom and among teachers, students, administrators, and laymen within a school system can be expanded fruitfully to organized cooperation among school systems and university departments and colleges of education. This kind of *organized cooperation* has reached its highest point of development in the school study council movement, which is probably the most significant development in the field of administration and supervision during the past ten years.

While this article will deal primarily with the role of study councils in curriculum change, certain basic assumptions to changing the social studies curriculum are pertinent:

1. Improving the instructional program for children and youth involves the cooperative efforts of the total instructional, supervisory, and administrative staff.
2. The participation of teachers is particularly essential to this project if the results are to be productive.
3. Cooperative curriculum planning has two facets which must be considered:
   (a) An understanding of the tasks to be done.
   (b) Skill in working together to accomplish those tasks.
4. No cooperative project involving a number of people can proceed without leadership functions being performed in some way by some person.
5. Changing the social studies curriculum is an integral part of changing the total curriculum.
6. Changing the social studies curriculum involves looking at the fourteen-year sequence.
7. Curriculum change in the social studies must be in line with current knowledge about children and youth in contemporary society.

Historical Background

THE first such organization in the country was the Metropolitan School Study Council. In 1941, many school superintendents in the New York City Metropolitan Area were concerned about a particular problem. They felt that citizens were questioning the results they were achieving from the relatively high expenditure for education in the area. Several of these superintendents went to Professor Paul R. Mort at Teachers College, Columbia University, with their problem. As a result of the discussions, twenty-eight school systems banded together to do one particular research job—to determine what the high cost of education in their school systems yielded in terms of better educational practice. The venture proved so successful that the group decided to organize on a permanent basis. The Metropolitan School Study Council has become the father of a rapidly-growing movement. Within ten years, twenty-one councils have been established in twelve states. Seven are in New York State; four are in Pennsylvania. Alabama, California, Colorado, Delaware, Massachusetts, Michigan, Nebraska, Tennessee, Washington, and Wyoming each has one council. A complete roster appears at the close of the article.

Purposes of Study Councils

WHILE this expansion geographically has been a rapid one, the widening functions of the councils are of even more interest to teachers. At least six functions common to the study councils now in existence seem apparent. They are (1) promoting educational leadership, (2) assisting in the development of educational programs in a manner that is not duplicated by other organizations, (3) providing a link between teacher-education institutions and public schools whereby classroom teaching and teacher education can both be improved, (4) reducing the period of time between the production of research and its implementation, (5) guiding teachers in experimentation, and (6) stimulating teachers to express themselves by providing a medium for the exchange of ideas.[1] The major goal is the

This article was prepared by a member of the National Council's Curriculum Committee as a service to the readers of *Social Education*.

The author is an associate professor of education at Wayne University in Detroit, Michigan.

[1] Richard C. Lonsdale and Darrol E. Robinson (Editors). *The School Study Councils at Work*. Syracuse, New York: Central New York School Study Council, 219 Slocum Hall, College Place, 1950. p. 88.

improvement of classroom instruction, involving "investigation and study of whole school situations through the active interest of all council personnel, including teachers, students, administrators, laymen, and consultants."[2]

Organized Cooperation

AN ANALYSIS of the roles of various council personnel reveals concern for cooperation. The executive committee, generally composed of administrators of member school systems, makes policies and provides general direction of the council. Serving as an idea man and administrator of council affairs is the executive secretary, who usually has the aid of research assistants. To direct research groups of the council and to serve as consultants to council study groups are faculty members of sponsoring and cooperating colleges. Administrators of member school systems engage in study and research, give leadership to council studies, and make available to the council the resources of their schools. Participating in study and research groups, contributing to and helping in the distribution of good classroom practices, assisting in implementing the results of council studies, and occasionally serving as resource people to other member school systems are the teachers in these school systems.

Research Values

WHAT are the research values of organized cooperation to social studies teachers? From cooperation through the Study Council movement, social studies teachers get what they can't get from working individually. Primarily these benefits resolve themselves in three ways. First, teachers can get better means of gathering data. That is to say, they find it possible by exchanging experiences, by working on a cooperative basis, to develop plans for collecting information, including the actual making of instruments that are better than any one could develop alone. Second, by having a cooperative basis of work, a more nearly adequate collection of data can be made. For example, in studying children to get a clearer view of what is known about children that has useful implications for changing the social studies curriculum, each teacher may be limited to studying only one, two, or a few children each year. But if this is multiplied by the efforts of scores of people, a collection of information about children that is much more adequate can be made. This gives a much better basis for understanding children than the work of any one teacher alone. A third value is that from this more nearly adequate collection of data develops a basis for better interpretation of the results. Teachers see more clearly that what may seem important when applied to their particular school has a broader implication when the range of situations in the cooperating schools is considered.[3] These research values are important ones, but the over-all benefits of cooperation as set forth in the purposes of the study councils are of even greater importance.

The Metropolitan Detroit Bureau of Cooperative School Studies

IN EXISTENCE for only five years, the Bureau has already become a potent force for the improvement of education in the Metropolitan Detroit Area. Wayne University, the University of Michigan, Michigan State Normal College, and forty-eight public school systems in the Metropolitan Detroit Area are members of the Bureau. Membership is open to any public school system in the six counties of the Metropolitan Area with associate membership open to any Michigan school system. While space does not permit a discussion of finances and organizational detail, the work of the Bureau is carried on largely through committees composed of representatives of the various member school systems and universities. At the present writing, six committees are active with seven sub-committees. These include the Committee on Industry-Education Cooperation, the Publications Committee, the School Health Committee, the Secondary School Improvement Committee, the Elementary School Improvement Committee, and the Editorial Board for *Action*.

Editorial Board for *Action*

IN CONNECTION with the dissemination of information concerning better administrative and teaching practices evolving from member

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Raymond L. Collins and others. "Study Councils," *The School Executive*, 69:57-72 (February, 1950).

Miles C. Romney. "The Metropolitan Cooperative School Study Movement," *Improving Educational Research*. Official Report of American Educational Research Association of the National Education Association. Washington: The Association, 1948. p. 125-129.

[2] Lonsdale and Robinson, *op. cit.*, p. 52.

[3] These ideas were drawn from an address delivered by Ralph W. Tyler at the Fifth Weekend Conference of the Elementary School Improvement Committee of the Metropolitan Detroit Bureau of Cooperative School Studies, East Lansing, Michigan, November 18, 1951.

schools, reference should be made to *Action*, the official publication of the Bureau. *Action* is produced four times annually under the direction of the Editorial Board, and a complete issue is usually devoted to a single theme. Recent issues that would be of particular interest to social studies teachers include, "The Expanded Use of School Libraries," "Teaching Controversial Issues," "Evaluation," "Reporting to Parents," "Bringing the Field Trip to the Classroom," "Building Confidence in Our Schools," "Interesting Developments in High School Programs," and "Practical Helps in Educating for Citizenship."[4]

Cooperation is the key word in the production of each issue. Teachers, administrators, and lay people in the member schools contribute from their actual experiences to the development of each theme. "Bringing the Field Trip to the Classroom," for example, illustrates the importance of social studies teachers preparing cooperatively with their students files of resource people in the community as well as in the classroom. Every child and every parent knows more about some topic than anyone else. Every social studies teacher should have such a file on his desk.

The Elementary School Improvement Committee

THE story of the activities of the Elementary School Improvement Committee since February 10, 1949, when the Committee was organized, records an unprecedented development of improved elementary education in the Detroit area. Each member school appointed a key person to provide a channel of communication to each school system. The Elementary School Improvement Committee is the steering committee for the body. Starting with a weekend conference at St. Mary's Lake, a conference in which problems of common interest were defined and recommendations for continuing cooperative work were made, the Committee has sponsored seven weekend conferences. The themes of the conferences have included such topics as "Improving Human Relations in the Elementary School," "Evaluating the Effectiveness of Human Relations in the Elementary School," "Applying the Findings of Research to Classroom Practices in the Elementary School," and "Reaching Agreements on Working Cooperatively on a Systematic Study of Common Problems." As a result of these conferences, a group of member schools is now engaged in an organized research study on continuous learning. The Midwest Administration Center at the University of Chicago is supporting this study. The task that this research project is tackling is: "How Can an Elementary School be Organized to Promote More Continuous and Better Sequential Learning Experiences for Children?" Common questions to be asked include the following:

1. In what respects are the learning experiences in our school well organized? Poorly organized?
2. In what ways can the organization of learning experiences be improved?
3. How can needed changes be initiated?
4. How can we determine whether changes have resulted in improved learning experiences for boys and girls?

The values of cooperation cited earlier in methods of getting the data, in getting a more nearly adequate collection of data, and in interpreting the results are already evident. While the common task of developing continuity and sequence persists, different schools will study such aspects of the problem as continuity of critical thinking, social sensitivity, self-direction, and communications skills. The issue of keeping one's eyes on two problems at the same time if the social studies curriculum is to be changed, namely, the job to be done and the way in which the staff works together to do the job, raises other questions for the cooperative study. These include:

1. How is the staff commitment to the project developed and sustained?
2. How is the staff organized to carry on the project and by whom is this organization accomplished?
3. How may differences of opinion with respect to significant issues be resolved?
4. How can the staff gain sense of achievement as the work progresses?
5. How active a part in the project should be taken by the administrative leaders.[5]

Leaders of this cooperative research effort are compiling a list of resource people from the member school systems and universities who are competent and willing to serve as consultants to various aspects of the project.

The writer believes that answers to the kinds of questions that the Elementary School Improvement Committee is studying can be

[4] A limited number of copies of these issues, at ten cents per copy, may be secured from Daniel A. Nesbitt, Director, Metropolitan Detroit Bureau of Cooperative School Studies, 60 Farnsworth, Detroit 1, Michigan.

[5] These questions were raised at a Work Conference at Haven Hill on January 8 by Kenneth Rehage and Douglas Johnson of the Midwest Administration Center.

achieved only by organized, cooperative efforts.

In addition to the conferences and the research project, the Elementary School Improvement Committee has conducted three clinics in three different member school systems. The first, sponsored by the Jackson School, Ferndale, Michigan, in March, 1951, with 150 persons in attendance, gave an opportunity to observe the curriculum and plant that had been developed cooperatively through community participation. A second clinic, held in April, 1951, at Wayne, Michigan, with another 150 persons attending, dealt with the "Primary Plan" and "Reporting to Parents." The most recent clinic at the Long School in Dearborn, Michigan, with over 300 participants provided an opportunity to observe special teachers operating as resource people to the regular classroom teacher.

In the writer's judgment, one of the major forces in making the Metropolitan Detroit Area one of the leading areas in elementary education in the country is the work of the Elementary School Improvement Committee. It would take a complete volume to tell its three-year story adequately.

Recommendations to Social Studies Teachers

IF THE readers of this article are teaching in schools in one of the twenty-one areas where study councils now operate, they are probably already participating. If they are not, they have a stimulating experience ahead when they join hands with teachers from other school systems as well as from their own. If no study council exists in the reader's area, a leadership opportunity is presented in getting neighboring school systems and the college that serves the area to form a council. The teachers colleges of the country have a responsibility to improve their own programs as well as those of their constituent school systems through this kind of organized cooperation. Better days lie ahead for social studies teachers who cooperate with their boys and girls and with their colleagues in their own and in other school systems.

The following roster[6] of study councils indicates the area served, the location of the council, and in most instances the name of the director or executive secretary of the council. Their numerous publications will be helpful. They can give valuable suggestions to those who wish to form their own council.

School Study Councils

Dr. G. R. Boyd, Secretary
Northeastern Alabama School Study Council
Troy State Teachers College
Troy, Alabama

Mr. William Odell, Executive Secretary
Bay Area School Study Council
School of Education
Stanford University
Palo Alto, California

Dr. Harold Moore
Rocky Mountain School Study Council
School of Education
University of Denver
Denver 10, Colorado

Mr. Matthew J. Pillard, Coordinator
Delaware School Study Council
University of Delaware
Newark, Delaware

Mr. John B. Davis, Jr., Executive Secretary
New England School Development Council
Peabody House
20 Oxford Street
Cambridge 38, Massachusetts

Mr. Daniel A. Nesbitt, Executive Secretary
Metropolitan Detroit Bureau of Cooperative School Studies
60 Farnsworth Street
Detroit 2, Michigan

Nebraska Cooperative School Study Council
Teachers College
University of Nebraska
Lincoln, Nebraska

Mr. Joseph Leeds, Executive Secretary
Capital Area School Development Association
New York State College for Teachers
Albany, New York

Mr. William Tulas
Southern Tier School Study Council
Department of Education
Alfred University
Alfred, New York

Mr. Albert J. Penn, Executive Secretary
Western New York School Study Council
School of Education
University of Buffalo
Buffalo, New York

Mr. Richard F. Klix, Executive Secretary
Mid-Hudson School Study Council
State Teachers College
New Paltz, New York

Mr. Donald Ross, Assistant Secretary
Metropolitan School Study Council
525 West 120th Street
New York 27, New York

[6] Acknowledgment is made to Daniel A. Nesbitt, Director, Metropolitan Detroit Bureau of Cooperative School Studies, for this roster and other data for this article.

Dr. James J. Sampson, Executive Secretary
Catskill Area School Study Council
State Teachers College
Oneonta, New York

Mr. Richard C. Lonsdale, Executive Secretary
Central New York School Study Council
School of Education
Syracuse University
Syracuse, New York

Dr. Maurice J. Thomas, Executive Secretary
Tri-State Area School Study Council
School of Education, University of Pittsburgh
Pittsburgh, Pennsylvania

Professor Ross L. Neagley, Executive Secretary
Philadelphia Area School Study Council
Teachers College, Temple University
Philadelphia 22, Pennsylvania

Philadelphia Suburban School Study Council
School of Education, University of Pennsylvania
Philadelphia, Pennsylvania

Mr. H. O. Aurant, Executive Secretary
Pennsylvania School Study Council
School of Education
Pennsylvania State College
State College, Pennsylvania

Mr. George W. Gilliland
Tennessee School Study Council
College of Education, University of Tennessee
Knoxville, Tennessee

Mr. Roland Upton, Chairman
Puget Sound School Study Council
Superintendent of Schools
Auburn, Washington

Mr. R. I. Hammond
Wyoming School Study Council
University of Wyoming
Laramie, Wyoming

SOCIAL SCIENCE OR SOCIAL STUDIES

(Continued from page 208)

subject to the same searching scientific inquiry as any other field of interactive human behavior.

"Will history have a place?" may be a real problem to some. To the extent that history is a scientific study, that is, it approaches the human record without bias, with patience, with a determination to reveal equally all discovered fact, and that without coloring, then history is a social science. There is, of course, a tendency in some quarters to teach the subject matter of the conventional history course as it relates to the understanding of current phenomena rather than to teach it as a separate subject—but this pertains to curriculum organization rather than to the subject at hand.

SOCIAL science has come of age in the last quarter century, and the well-meaning approbation extended to the designation of the area in question by the NEA Committee in 1916 is no longer appropriate, indeed it has become an intellectually inconsistent aberration, an anachronism, retained through forces of habit, resistance to change, and various emotional involvements by the very people who should excel in the capacity to make rational judgments and take indicated action without excessive involvement with the sacredness of the *status quo* and the resistance of the precious vested interests.

In the colleges, the general practice condones the classification of human knowledge into three broad categories: humanities, natural science, and social science—with certain accessory disciplines such as communications and various technologies. The college freshman is understandably confused by the inconsistencies between this practice and that involved in the term "social studies" to the point that courses chosen may and often do turn out to be something other than that which he expected. For this, and the various other reasons cited, the people of America involved in the scientific study of social affairs are requested to give attention to the matter, and, if the facts appear to be as indicated above, to enlist, in such ways as may be appropriate to their respective roles, in a movement to effectively abolish the straw man of "social studies."

An Airplane Unit for the Kindergarten

Clara Evans

IN THE group where this unit has developed there are 33 children. They are active, alert, and full of energy. Some of the children live in Huskerville, near the Municipal Airport. They talk of airplanes constantly.

Teachers' Objectives

To develop appreciation of air transportation and its uses.

To compare travel by air with other modes of transportation.

To develop a consciousness of the relation between aviation and weather.

To understand the need of safety rules.

To gain a vocabulary of aviation terms.

Children's Objectives

To build an airplane and airport with blocks.

To make tickets for air travel.

To make money for buying tickets.

To make matching baggage checks.

To listen and learn stories, poems, and songs.

To make booklets of cut-out pictures of plane travel, and tell stories about these.

To learn and use new words.

Activities and Evaluation

The children built the plane and played in it. Then they suggested that they invite some one who knew how to fly a plane to come and talk to them. After the visitor met with the children, they built a control tower, made baggage checks and play money, prepared picture booklets, and planned the following program for their parents.

I. Songs
   - The Postman
   - Airplane Song
   - Pussy Willow

II. Rhythms
   - Airplane
   - Run
   - March
   - Skip
   - Train

III. Poems

IV. Stories

V. A Trip on the Plane

This unit helped the children build a larger vocabulary. Among the words they learned to use were: airplane, airport, baggage, co-pilot, grounded, hangar, passengers, pilot, propeller, rudder, and stewardess. They strengthened their ability to share materials. They acquired a better understanding of distances. They learned to value the contribution of an expert. Finally, they developed in courtesy, cooperation, and work habits.

This unit of work was developed by Miss Evans, an assistant professor of education at the University of Nebraska.

Bibliography for Teachers

How to Build a Unit. U. S. Office of Education, Washington, D.C., 1951.

Curriculum Records of the Children's School. National College of Education, Evanston, Illinois, 1941.

"Bulletins" from *Air World Education.* 80 East 42nd Street, New York, N.Y., 1953.

Bibliography for Children

Stories:

Anita Brenner. *I Want to Fly.* William R. Scott, 1950.

Margaret Friskey. *Wings Over the Woodshed.* Whitman and Company, 1949.

Hardie Gramatky. *Loopy.* Hale and Company, 1948.

Lois Lenski. *The Little Airplane.* Oxford University Press, 1950.

Lois Maloy. *Toby Can Fly.* Grosset and Dunlap, 1947.

Ethel Wright. *Saturday Flight and Saturday Ride.* Hale and Company, 1951.

Poems:

May Hill Arbuthnot. *Time for Poetry.* Scott, Foresman and Company, 1950. ("Up In the Air," "Taking Off," "Airplane")

Geisner and Suter. *Very Young Verses.* Houghton, Mifflin Company, 1945. ("Riding in an Airplane")

Songs:

Kenogy and Arnold. *Municipal Experience.* Willis Music Company, 1932. ("Airplane")

Pitts, Glenn and Walters. *The Kindergarten Book.* Ginn and Company, 1949. ("Airplane")

Rhythm:

Meissner. *The Music Hour.* Silver Burdett and Company, 1950. (Airplane motive—"The Aeroplane")

Films:

The Airplane Trip. Black-and-white; sound; 1 reel; 11 minutes. Encyclopaedia Britannica Films.

Public Opinion in a Social Studies Test Tube

Jack W. Entin

AFTER three separate experiments with three different groups of students, two groups at Long Island City High School and one at Forest Hills High School, both in Queens, New York, this reporter records his observations. The effectiveness of the teaching techniques are measured in terms of short range success. It is doubtful whether any teacher can lay claim to success on any other terms. If, as a result of the experiments, some of the students become better citizens, competent legislators or enlightened voters, so much to the good.

In each of the experiments the class was officially classified as "special" or "general"—both in the category of "slow learner" with generally low reading scores and relatively low I.Q.'s. In the most recent experiment, there was some doubt about the accuracy of the appellation. The subject area was American history. The course of study depended on the expressed desires of the respective group. The official syllabus was discarded. Freedom of operation was the keynote.

Inasmuch as the experiments were parallel in techniques and procedures, it is necessary to organize the observations in this manner.

Procedures

EACH of the three groups simulated Congressional bodies. They employed modified parliamentary procedures and parlance, selected their own topics for investigation and research, elected their own officials and chairmen of committees. Each of the groups concluded its experiments with open congressional hearings and debate. Only the latter two groups concluded with votes. During the latter step of the procedure the tape recorder was the medium by which the teacher stimulated interest and provided the means for self-criticism and self-evaluation by the students. The written reports were employed as scripts and final evidence of their research efforts. A written examination (unmarked in terms of grades) consisted of questions dealing with the experiences and actual applications of techniques during the project. A short-answer series of questions requiring factual data tested their powers of memory with regard to the powers of Congress, the President and the Courts. A second question called for an outline of the steps which they had taken to enact their proposed bills into law. The third question gave each student the opportunity to describe his own role, research efforts, findings, opinions in carrying out the experiment. The teacher's observations were matched against the descriptions. The Speaker and President *pro tempore*, the recording secretary and the operator of the tape recorder were required to describe their roles in this project. The daily reading of the journal (minutes) served as evidence of individual and group participation.

Observations

THE first two groups, two classes in each, constituted a bicameral legislature according to numerical composition. The third group started in the same manner but program changes necessitated the incorporating of the two bodies into a unicameral legislature. After some discussion, it was decided that as a Senate they would have the right to approve or veto presidential appointments and enjoy greater prestige.

Among the topics selected for study were: A Vote for the Eighteen-Year-Old (by all three groups); A Civil Rights Bill (by two groups); Universal Military Training (by two groups); Admission of Alaska and Hawaii to Statehood (one group); A Federal Amendment to the Constitution Abolishing the Poll Tax (one group); and an Act to Retain Our Foreign Aid Program (one group).

Daily procedures varied according to: (1) availability of research materials; (2) replies to correspondence; (3) individual collections of public opinion polls; (4) library research; (5) daily news

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events of greater immediacy than the planned agenda called for; (6) discussions evoked by questions raised by individual research; (7) showings of audio-visual materials; (8) pupils' dispositions affected by weather, World Series scores, and other anticipated and unforeseen events.

Experience revealed that one must be prepared to accept sessions of little or no accomplishment that is apparent to the observer; that some students prefer to sit and gossip about social functions, last night's date, a letter from the boy friend in Korea, or personal and school problems when it best suits them. Pressures by the teacher on the student who falls behind, or the one whose capacity for concentration is limited, must be avoided.

A Daily Session in Action

THE Speaker or President *pro tempore* called the "House" to order, addressed the individual as "Representative" or "Senator," and called for the reading of the "minutes."

The agenda of the day was announced. During investigations, which have extended over periods from three to five weeks, depending on the ability of the respective committees, the committees repaird to their own area of the classroom or to the school library. The speaker made a daily perusal of the newspapers for clippings relating to the topics under research and often joined a committee in its research and discussion.

As for the teacher, he quietly listened in on a committee discussion, read part of some collected data, offered a suggestion, asked for time to hold discussion for purposes of clarifying definitions of terms or opinions of extreme bias, and helped to secure documentation or assisted with a committee chairman's correspondence to a newspaper or public official. During the three experiments, committees heard from Governor Talmadge of Georgia on the subject of the vote for the eighteen-year-old; from Governor Oren Long of Hawaii; from the State of Tennessee on the poll tax; from newspaper editors and from many citizens who showed interest in their investigations.

THE greatest degree of enthusiasm existed during the first week of tape recording. Excitement ran high. Each student on each committee was permitted to deliver his or her report and hear it played back. One has to witness this to appreciate the feelings of the class. The vain, the reticent, the bold, the least capable and the most capable were given the opportunity to overcome the fear of that inanimate recorder which revealed them as individual students. As one expressed it, he felt like the "emperor with the new clothes," self-revealed. Invariably, a request was made for the opportunity to improve his or her recording so that improvements could be made in the script (written report) or speech patterns.

The final recordings found those not recording distinterested. Each committee was interested in its own topic and its own presentation. The discussion from the floor which followed was almost impromptu. Although the teacher had requested that committees be ready to present and defend their arguments, it generally turned out to be a "free for all" in which the most outspoken held sway. On several occasions the group was stimulated by the unforeseen participation of the "quiet ones." These recorded discussions revealed the abilities and weaknesses of the participants. Any doubts about their abilities in organizing their thoughts, thinking while in debate, speech patterns, fluency and dramatic presentation showed up here. No effort was made to edit the tape. It was to prove a "true report."

After the "question was moved," a vote was taken and recorded. The first experiment undertaken by this reporter did not allow time for a vote. In the second experiment at Long Island City High School, the voting was as follows: The bill to lower the voting age to eighteen was defeated in the "House of Representatives" by a vote of fourteen to eleven. The "Senate," which was permitted to vote despite the defeat of the bill in the "House of Representatives," registered a ten-to-ten division. The vote on Universal Military Training in the "House" was eighteen to seven in favor of the bill, while the "Senate" cast a negative vote of eighteen to two, and the bill was defeated. The bill for Civil Rights was passed by an overwhelming vote: "House"—For, 24; Opposed, 0; abstention, 1. "Senate"—For, 19; Opposed, 0; abstention, 1. Space does not permit an explanation of these votes. The teacher made every effort to avoid expression of opinion on any of the bills.

The third experiment with the unicameral body at Forest Hills High School approved passage of all their bills after expressing considerable differences and lobbying for votes. This group was more familiar with political know-how, even to the point of parliamentary procedure where one sophisticate moved the question to avoid endless discussion. The President *pro tempore* did the rest.

(Continued on page 219)

Freedom to Learn and Freedom to Teach

This report, prepared by the 1952 Committee on Academic Freedom, was officially adopted after careful consideration by the members of the 1952 and 1953 Boards of Directors of the National Council for the Social Studies. The names of the members of the Committee that drafted the report and of the members of the Boards of Directors that approved it, appear at the end of the statement.

THE National Council for the Social Studies again affirms its devotion to the fundamental principles of American democracy. As teachers and as loyal Americans, we shall continue, both within and without the classroom, to oppose totalitarianism whether it takes the form of communism, fascism, attack on religious or ethnic minorities, or attack upon freedom of the mind. When democracy is endangered, we believe there is only one side on which we can take our stand—the side of freedom.

Democracy is a way of life that prizes alternatives. Alternatives mean that people must make choices. Wisdom with which to make choices can come only if there are freedom of speech, of press, of assembly, and of teaching. They protect the people in their right to hear, to read, to discuss, and to reach judgments according to individual conscience. Without the possession and the exercise of these rights, self-government is impossible.

In defending freedom to learn and freedom to teach we are defending the democratic process itself. The following statement shows how the right of the student to learn implies a corresponding right of the teacher to teach, and how this in turn places correlative responsibilities upon the teacher. The National Council for the Social Studies accepts this statement of the essentials of freedom to learn and freedom to teach.

I.

Freedom to learn implies: The right of students to study and discuss significant moral, scientific, social, economic, and political issues. Respect for the individual is first of all respect for his mind and conscience. He should have the opportunity to pursue questions that seem important to him and to his fellow students. This opportunity is also essential in preparing for the duties of citizenship. By studying and discussing issues, young persons develop an interest in the problems of the community, the state, the nation, and the world. They also learn the skills needed by citizens in solving the problems that confront them. These skills, which require a long process of growth and development, include the ability to analyze a problem, to gather and organize facts, to discriminate between facts and opinion, to evaluate sources of information, to discuss a controversial question with persons who have opposing points of view, and to draw intelligent conclusions.

Freedom to teach implies: The right of the teacher to direct the attention of students to significant current questions and to promote the exchange of ideas upon them.

Correlative responsibilities: To select issues that take into account the needs of students, the maturity of students, and the purposes of the school.

II.

Freedom to learn implies: The right of the student to have access to a variety of publications and materials that relate to issues studied in class. The student should have materials expressing differing points of view so that he may become acquainted with all sides of the question. He has a right to textbooks which are scholarly and well-balanced, in which the intellectual integrity of authors and editors has not been sacrificed to please special interest groups seeking to impose their ideas upon the schools. The student has a right to an abundance of supplementary materials, including magazines, newspapers, pamphlets, and audio-visual aids. To bar from the school sincere and honest views is contrary to the democratic process by which we seek an accommodation of all groups in the community.

Freedom to teach implies: The right of the teacher to select teaching materials suited to the maturity levels of the pupils and which are conducive to deeper understanding and more critical

thinking concerning the questions being explored.

Correlative responsibilities: To help students obtain an adequate quantity and variety of materials representing all sides of a question. To help students evaluate printed and audio-visual materials. If any material is of a partisan nature, to help students become aware of this fact and of the nature and purposes of the organization which publishes it.

III.

Freedom to learn implies: The right of students to study and discuss all sides of the issue in an atmosphere where there can be a give and take on ideas without loss of personal dignity. Young people should learn that all ideas thoughtfully expressed are entitled to thoughtful consideration. They should learn that respect for the individual includes respect for his right to an opinion that is not accepted by the majority. The student should feel free to explore any question that he feels a need to explore and to reach any conclusion upon an issue that fits the facts as he understands them, without any limitation except that imposed by intellectual honesty.

Freedom to teach implies: The right of the teacher to conduct his class in a climate of free speech, critical thinking, and independent judgment.

Correlative responsibilities: To set an example for students in his own search for truth, in his endeavor to find and evaluate all the pertinent evidence upon a question, in his respect for minority opinions, and his willingness to listen courteously to those who are unskilled in presenting their ideas.

IV.

Freedom to learn implies: The right to reach and express an opinion or hold values that may be different from those of other members of the class and from those of the teacher. The free contest of ideas is part of the democratic way of life. If the school interferes with the expression of unorthodox ideas by a student, students may come to regard suppression of free speech as normal and even desirable.

Freedom to teach implies: The right of the teacher to identify and express his own point of view in the classroom.

Correlative responsibilities: To remember always that students do not find it easy to develop the ability to think for themselves and to express their own opinions, particularly if these are different from those of the teacher or the majority of their classmates. To remember that the aim of democratic education is to teach students *how* to think, not *what* to think. To keep his own opinions in the background as much as is humanly possible until such time as the students have had ample opportunity to make up their minds. To be aware of his own bias and to refrain from dogmatic statements. To help students to see that there is usually no one *right* and *final* answer to a controversial question. To treat all ideas, groups, and individuals fairly.

V.

Freedom to learn implies: The right of the student to learn through taking part with individuals and groups who deal with practical problems of the school and the community. If learning is to have significance, it must be tested in application to the problems of everyday living.

Freedom to teach implies: The right of the teacher to participate in community affairs (including political action) on the same basis as other citizens. He is not required, because of his profession, to maintain a timorous silence. On the contrary, he has an obligation to use his special knowledge to advance ideas which he believes will be useful to the community.

Correlative responsibilities: To enlist the active help of responsible citizens when planning and carrying out projects for community improvement. To get the cooperation of responsible persons or agencies that are likely to be affected by community projects carried on by students. To indicate when he speaks on a controversial issue that he does not necessarily speak for the institution that employs him. To avoid any commitments which interfere with his own free and unbiased pursuit of truth.

VI.

Freedom to learn implies: The right of the student to dignity and respect as a member of the community. Young people are entitled to be respected as individuals, respected for what they are and what they may become. They should be free from irresponsible charges of subversion and infantilism.

Freedom to teach implies: The right of the teacher to dignity and respect as a responsible member of the community. In his private capacity the teacher should be as free as any other citizen to participate in political, religious, and

social movements and organizations and in any other lawful activity. He should be free to join with others to protect and advance group interests that are lawful and compatible with democratic traditions. He should not be subjected, as a condition of holding a teaching position, to a test of religious belief or of political belief, other than his pledge to support the Constitution of his state and of the United States.

Correlative responsibilities: To uphold democratic principles and to follow democratic methods in his relations with students, parents, colleagues, and the community at large. To follow a standard of personal conduct comparable to that expected of other professional workers in the community and a standard of public conduct harmonious with the responsibilities of the teaching profession.

Conclusion

The National Council for the Social Studies has faith that when young people have freedom to learn from competent teachers who are free to teach, they will, as a group, make decisions that support the values associated with our democratic republic. They will be able to define problems, gather evidence in relationship to these problems, consider what is best, and develop means appropriate to our democratic society for dealing with these problems. This task of training for effective citizenship is an essential part of our educational effort.

Endorsers

For the Committee on Academic Freedom

Russell H. Broadhead
Emerson Brown
Ralph A. Brown
Mary Clare Callan
Howard H. Cummings
George B. Engberg
Ruth Wood Gavian
Floyd L. Haight
Emlyn D. Jones
Victor E. Pitkin
G. H. Reavis
Arch W. Troelstrup, *Chairman*

For the Board of Directors of the National Council for the Social Studies

Julian C. Aldrich
Jack Allen
Harry D. Berg
Helen McCracken Carpenter
W. H. Cartwright
W. Francis English
Dorothy McClure Fraser
John H. Haefner
Merrill F. Hartshorn
Erling M. Hunt
Eunice Johns
Stella B. Kern
Loretta E. Klee
John U. Michaelis
Robert H. Reid
Myrtle Roberts
Ruth M. Robinson
Lewis Paul Todd

PUBLIC OPINION IN A SOCIAL STUDIES TEST TUBE

(Continued from page 216)

Recommendations

RAPPORT with the groups concerned is of the essence. Cooperation is necessary in seeking to achieve the aim. Completion of the experiment should be emphasized.

Patience must rule during trying days when interruptions occur.

Audio-visual materials which permit individual participation will be a valuable aid.

The teacher must have a free hand to engage in experimentation.

The school library and other facilities should be at the disposal of the group as often as possible and students must be permitted to leave the classroom to use these facilities.

Visitations should be encouraged by supervisors, teachers, and students, with the awareness that they are witnessing "Congress in Action." Only teachers and supervisors should know the nature of the group.

Textbooks serve as reference. No homework assignments are made by the teacher.

Remember that the developmental lesson approach arises whenever discussion is required during the investigation or research stage.

Attention is called to the fact that each of the topics selected by the groups has been the subject of discussion during the current sessions of Congress. The experiments, in each instance preceded or ran concurrently with the events and were completed prior to Congressional action.

History and the Cult of Objectivity

Albert Alexander

THE student, the teacher, and the book represent the eternal, if sometimes disparate, pivots around which our history curricula revolve. In any such educational triangle, it is obvious that some consistency must be maintained as to a dominant educational philosophy which will encompass all three factors. Unfortunately, this is not true in the case of our current high school trends.

At present, for example, the prevailing pedagogical winds blow in the direction of the child-centered course of study. Student self-expression and opinion, while necessary aims, occupy such an important position as to throw the other two elements of the relationship, the teacher and the textbook, into an obvious imbalance.

Generally speaking, it is expected that the teacher's role under this program will be one of "studied neutrality," while it is hoped that the author chosen will proclaim: "I am but an historian; I relate, my readers will judge."

It is my contention that we err in stressing the value of immediate opinion and judgment among the immature, in spite of a paucity of acquired facts, while from the informed sources of student information—the teacher and the book—we virtually demand a "cult of objectivity." Hence the danger, as Oliver C. Carmichael warned in his latest Report of the President to the Carnegie Foundation, of entertaining toward our vital problems "a breadth without depth," and a sterility of thought which arises from an accumulation of unimportant or uninterpreted facts.

At the outset may we say that this is obviously no plea for the writer who "rides" a thesis to the exclusion of alternative solutions. Nor is this an *apologia* for the doctrinaire, the party conformist, the obscurantist, or any other intellectually dishonest performer. We argue the case for the honest opinion honestly arrived at and honestly stated.

TODAY, historians (we shall concentrate on this aspect of the problem rather than on the more complex issue of the teachers)—historians generally do well in planting the tree of knowledge in the strong sunlight of objectivity, but too often they forget to sit in contemplation and reflection under its shade. Thus they fail to gather the nourishing fruits of knowledge—conclusions and judgments—from their intellectual labors. Perhaps a few examples of this failing may illustrate what we mean.

"In so far as possible, I have confined myself to a record of fact." So boasts a current author who sets out to have "Modern Asia Explained" in some hundred and fifty pages. Needless to say, this historian is not even going to be able to give us a comprehensive background in so limited a space. Why, then, did he feel the need to advertise his "objective" approach and "play down" his rationally arrived at opinions?

Why does another recently published author detail the history of the "Forgotten Republics" of the Baltic and objectively narrate—in one paragraph—the statistical fact of the disappearance, under the Nazi regime, of over 500,000 Jews? The figure shocks us, but one wonders how much it disturbs the writer.

And how can a very prominent historian write a three volume account of the Civil War so objectively that his own views of the moral implications of slavery emerge but dimly from the almost impenetrable forest of facts on both sides of the border?

I MENTION these few specialized accounts first, because I think we are all too well aware, as teachers, of the "factual" treatment that our texts have received for a long time. Pressures all too familiar have long operated to make the average text solely a safe depository of facts. As a result, they are too frequently about as lifeless, uninteresting, and uncommunicative as any other safe depository.

Some additional reasons readily come to mind to explain the absence of expressed conviction among our historians. No doubt the ever-present

Mr. Alexander is a social studies teacher in Brooklyn (New York) Technical High School, and co-author of *New York Today and Tomorrow*. In this thought-provoking article, he reminds us of the danger of "a sterility of thought which arises from an accumulation of unimportant or uninterpreted facts."

pressures which influence the writing of textbooks can be considered a primary reason for the "play-it-safe" approach. A further factor today would undoubtedly be the baleful effects of our widespread investigatory atmosphere. However worthy in intent, the side-effects of committee investigatory "medicine" have somewhat enfeebled the healthy body of opinion. A noncontroversial stand by an author is thus often adopted against these local and national pressures. Opinion, under such conditions, is avoided at all costs, save for the obvious personal element implicit in the selection of facts. Assuredly, this entire phase of the problem has been with us for a long time, but its proximity makes it no less serious.

Another deterrent to an expression of opinion appears in the doctrines or application of some extreme schools of pedagogy. Socialized recitations and the child-centered curriculum in the high schools have tended to push the teacher too far into the background of the students' intellectual development. Discussion and self-expression as ends in themselves are often cultivated. In this atmosphere a teacher's intellectual powers find little challenge or interplay. In fact, too often the scholarly individual is rebuffed by ready admissions from supervisors that they are "not interested in subject matter"—as if thinking could ever be effective except when it reveals a command of subjct matter! The transparent illogic of "you teach children, not subject matter" is indicative of a profound anti-intellectual element whose roots have already taken hold in the public schools.

Soap-salesmanship, so pervasive in our mass media—radio, television, the slick magazines—has also not been without influence upon mass education. Entertainment, dramatics, and pedagogical novelties may be good stages for "safe" material, but they afford a poor major base on which our students may sharpen their wits and enter the humanities. They inspire teachers even less to become good students of their own subjects.

Teachers who thus are themselves poor students of history (or whose scholarly inclinations have been rebuffed) do not encourage the writing of textbooks which delineate a clear and positive philosophy. Neither they nor their students can really come to grips with the problems which lie buried in the maze of facts. They too often fail to perceive the warning which Pascal uttered centuries ago: "Plurality which does not reduce itself to unity is confusion."

IN THE writing of history texts a final influence which operates to subordinate the "whys"—the important root questions—to "whats"—questions involving mere description—is the excuse that the objective approach is the scientific one. Here, method and goal are confused to the discredit of both history and the sciences. Since scientific investigation is concerned with factfinding and "approximate answers," it is but an aid in the search for truth. This goal of truth and right is arrived at only through the discovery of meaning, and the interpretation of knowledge.

Now, meaning and interpretation involve the subjective process. Application, even to the scientist, does not follow scientific principles. An outstanding physicist has observed that "final solutions have come to my mind by a process which is consciously not one of reasoning." Tocqueville, as an historian, frankly confessed to Nassau Senior (in his *Correspondence and Conversations*), "I have certainly seen reason to change some of my views on social facts, as well as some reasoning founded on imperfect observation. But the *fond* of my opinions can never undergo a change—certain irrevocable maxims and propositions *must* constitute the basis of thinking minds."

It was the nineteenth century which enthroned science in the intellectual firmament, but there were even then social scientists who, while willing to bow to the superiority of its methods, refused it obeisance in any divine or absolute way. Guizot, for instance, in his *History of the Origin of Representative Government in Europe*, sounded a warning to which too few historians and teachers of history pay attention in our age. Speaking of a tendency to "legitimize fact by facts," he observed that we should never enslave our judgment by facts,

> . . . nor should our judgment attribute absolute legitimacy to reality. Is it so difficult to perceive that evil is evil when it is powerful and inevitable? The historic school constantly endeavors to evade this confession. It tries to explain every institution, and to abstain from giving judgment upon them, as if explanation and judgment were not two distinct acts, which possess no right over one another.

Louis Blanc, the arch-enemy of Guizot in the political and intellectual arenas, interestingly enough fully agreed with his rival (in his *History of Ten Years*) that the historian's austere duties should lead to an "unimpassioned rectitude of judgment." Judgment, then, and not the marshalling of facts alone, was the objective both

(Continued on page 227)

Notes and News

The Committees of the NCSS

Much of the strength of a national professional organization must, and does, inevitably lie in its committees. It is the volunteer work of the professionally-minded individuals who compose the committees who do much of the work of the National Council and maintain it as a "going concern."

The committee structure for 1953 has not been changed greatly. A few committees have accomplished the purposes for which they were created and have been discontinued. Two significant new committees have been created: The Committee on International Activities and the Commission on Teacher Education and Certification. A third new committee on Social Studies in Vocational Education is in the process of appointment.

Committees are appointed by the President for one year. However, some committees are made up of prsons who serve more than a year (Publications and Nominations). Some committees have some or many *ex officio* members who serve because of the office they hold.

This year we are listing and describing the committees in order that members may see what they do. They are grouped for convenience into three categories: I. Committees of the Board; II. Standing Committees; III. *Ad Hoc* Committees.

Committees of the Board

The Committees of the Board may be called "house-keeping committees." They do the necessary work of keeping the organization functioning as an organization. Two are coordinating committees. It will be noted that Board members are likely to predominate on these committees, for obvious reasons.

Auditing

The Auditing Committee serves as an impartial analyst of the accounts of officers of the NCSS who handle money.

Paul O. Carr, Wilson Teachers College, Washington, D.C.

Eber W. Jeffery, Washington (D.C.) Public Schools

Budget

The Budget Committee meets only during the annual meeting to study the finances of the NCSS and to recommend to the Board a budget for the coming year. The recommendation is always examined very critically by the whole Board. It has been the custom to appoint the retiring president as chairman of the committee. The president, first vice-president, and second vice-president are members *ex officio*.

Julian C. Aldrich, School of Education, New York University, Chairman

John Michaelis, University of California, Berkeley

Erling M. Hunt, Teachers College, Columbia University

John H. Haefner, University High School, Iowa City, Iowa, *ex officio*

Dorothy M. Fraser, Adelphi College, Garden City, New York, *ex officio*

Edwin R. Carr, University of Colorado, Boulder, *ex officio*

Executive

Composed of the President and two Board members appointed by him, this committee acts as an interim Board to decide routine matters between annual Board meetings. If matters are controversial or decisions are difficult, the Executive Committee may poll the Board.

John H. Haefner, University High School, Iowa City, Iowa, Chairman

Dorothy M. Fraser, Adelphi College, Garden City, New York

Erling M. Hunt, Teachers College, Columbia University

Membership Planning

This committee was created by the Board to serve as a coordinating and planning committee for work in the field of membership promotion. It makes recommendations to the Committee on Professional Relations and to the Headquarters Staff of the National Council. It met January 24 and 25 to plan the 1953 membership promotion program.

J. R. Skretting, School of Education, University of North Carolina, Chapel Hill, Chairman

Howard Cummings, U. S. Office of Education

Bessie Cushman, Highland Park (New Jersey) High School

Dorothy M. Fraser, Adelphi College, Garden City, New York

W. L. Gruenewald, Ball State Teachers College, Muncie, Indiana

Lawrence O. Haaby, University of Tennessee, Knoxville

John Larsen, Salt Lake City (Utah) Public Schools

Merrill F. Hartshorn, Executive Secretary, NCSS

Ellen N. Holway, Headquarters Office, NCSS

John H. Haefner, University High School, Iowa City, Iowa, *ex officio*

Publications—Curriculum Planning

This committee was created in 1944 to coordinate the publishing activities of the NCSS. The committee is entirely *ex officio*. It meets annually early in the year.

The 1953 meeting was on February 20 and 21 in New York City.

Edwin R. Carr, University of Colorado, Boulder, Chairman

Loretta E. Klee, Cornell University, Ithaca, New York, Co-Chairman

Howard Cummings, U. S. Office of Education

Merrill F. Hartshorn, Executive Secretary, NCSS

Alice Spieseke, Teachers College, Columbia University
Lewis Paul Todd, Editor, *Social Education*
John H. Haefner, University High School, Iowa City, Iowa

Standing Committees

Several committees of the Council have been set up as continuing groups. These might be called "working committees" of the NCSS.

Academic Freedom

The work of this committee has developed from the problems referred to it. Its first publication was "Teaching Controversial Issues," published in *Social Education* (May 1951). Its second statement "Freedom to Teach and Freedom to Learn" appears in this issue of the magazine.

Arch Troelstrup, Commission on Economics in Teacher Education, 444 Madison Avenue, New York, chairman
Winston W. Benson, Mankato (Minnesota) State Teachers College
Prudence Bostwick, Denver (Colorado) Public Schools
Emerson Brown, McGraw-Hill Book Company
Stanley Dimond, University of Michigan, Ann Arbor
George Engberg, University of Cincinnati
Ruth Gavian, Brooklyn (New York) College
Allan Griffin, Ohio State University, Columbus
Floyd Haight, Dearborn (Michigan) Public Schools

Audio Visual Aids

This committee has a considerable record of achievement. Under William H. Hartley it has, for ten years, conducted the department "Sight and Sound in Social Studies," reviewed audio-visual aids, advised teachers all over the country, and provided contributors to yearbooks and other publications. It has met frequently as consultants to Teaching Films Custodians.

William H. Hartley, State Teachers College, Towson, Maryland, Chairman
Henry C. Borger, Clark University, Worcester, Massachusetts
W. Kenneth Fulkerson, Rochester (New York) Public Schools
John Hamburg, Edgerton (Wisconsin) High School
Leland Hess, Illinois State Normal University, Normal
Frederick Stutz, Cornell University, Ithaca, New York
J. Owen Thomas, Baltimore (Maryland) Public Schools
Richard E. Thursfield, University of Rochester, Rochester, New York
Lewis Paul Todd, Editor, *Social Education*
William G. Tyrrell, New York State Department of Education
Leonard Vitcha, Cleveland (Ohio) Public Schools

Curriculum

This committee has been responsible for the Curriculum Series of the NCSS, has provided articles for *Social Education*, and has worked on occasional publications of the NCSS. A full report of the work of this committee for last year with some of the activities projected for 1953 was reported in the December 1952 issue of *Social Education*. In addition, to carrying forward new publications projects, the Committee, during the coming year, will be surveying earlier publications in the curriculum series, having in view the publication of revised editions.

Loretta Klee, Cornell University, Ithaca, New York, Chairman
William B. Fink, Plainfield (New Jersey) Public Schools
Eunice Johns, Gary (Indiana) Public Schools
Stella Kern, Chicago (Illinois) Public Schools
Edward Ladd, Syracuse University
Marlow Markert, Washington University, St. Louis
Thelma Nelson, Los Angeles (California) City Schools
Ruth M. Robinson, Cleveland (Ohio) Public Schools
Ole Sand, Wayne University, Detroit
Edith West, University of Minnesota
Mary Wilson, Lincoln Parish (Louisiana) Schools
Richard E. Gross, Florida State University, Tallahassee

Nominations

This committee makes nominations for the annual election of officers. It carries on correspondence prior to the annual meeting. Two members are appointed each year for a three-year term. The Second Vice President is a member *ex officio* with the power to vote if there is a tie.

Burr W. Phillips, University of Wisconsin, Madison, Chairman (1953)
Ralph Adams Brown, State Teachers College, Cortland, New York (1955)
Emlyn Jones, Seattle (Washington) Public Schools (1955)
Mary G. Kelty, Washington, D. C. (1954)
Dorothy Pauls, St. Louis (Missouri) Public Schools (1954)
Edith West, University of Minnesota (1953)

Professional Relations

This committee was first organized in 1952. It is organized on a regional basis to cover the entire United States. Each regional chairman has state chairmen and a state committee working with him. The committee has three major functions: (1) To conduct membership campaigns and increase membership in the NCSS; (2) To stimulate and help organize local organizations where the need exists and give service to local organizations already in existence; and (3) To maintain close liaison with the Committee on Relations of State and Local Councils to NCSS.

J. R. Skretting, School of Education, University of North Carolina, Chapel Hill, *Chairman*
Jonathon C. McLendon, Department of Education, Duke University, Durham, North Carolina, Editor, *News Notes*
Edwin R. Carr, University of Colorado, Boulder, *ex officio*
Shirley Engle, Indiana University, Bloomington, *ex officio*

Regional Chairman

Region I Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut
Stanley Wronski, School of Education, Boston University
Region II New York and New Jersey
Harold M. Long, Glens Falls High School, Glens Falls, New York
Region III Pennsylvania, Delaware, Maryland, District of Columbia
Ralph W. Cordier, State Teachers College, Indiana, Pennsylvania
Region IV West Virgina, Kentucky, Alabama, Tennessee, Mississippi
Lawrence O. Haaby, School of Education, University of Tennessee, Knoxville
Region V Virginia, North Carolina, South Carolina, Georgia, Florida
William H. Cartwright, Department of Education, Duke University, Durham, North Carolina

Region VI Wisconsin, Indiana, Michigan, Illinois, Ohio
W. L. Gruenewald, Ball State Teachers College, Muncie, Indiana
Region VII North Dakota, South Dakota, Nebraska, Minnesota
Mrs. Leona Winner, Maxfield School, 680 St. Anthony, St. Paul, Minnesota
Region VIII Iowa, Missouri, Arkansas, Kansas, Oklahoma
Alvin Schild, School of Education, University of Kansas, Lawrence
Region IX Colorado, New Mexico, Texas, Louisiana
Myrtle Roberts, Woodrow Wilson High School, 100 South Glasgow, Dallas 14, Texas
Region X Washington, Oregon, Idaho, Montana, Wyoming
Emlyn D. Jones, Supervisor of Social Studies, Seattle Public Schools 815 Fourth Avenue North, Seattle 9. Washington
Region XI California, Nevada, Utah, Arizona
Raymond R. Brown, Los Angeles Public Schools, 450 North Grand Avenue, Los Angeles 12, California

Publications

This committee is responsible for the publications of the NCSS. In the Publications-Curriculum Planning Committee it considers a publications program for the year, then carries out the program. It invites authors, makes recommendations, and reads manuscripts with a view to publication. It does not write, but supervises all aspects of the publications program.

Edwin R. Carr, School of Education, University of Colorado, Boulder, Chairman
Howard Cummings, U. S. Office of Education
Alice W. Spieseke, Teachers College, Columbia University

Relations of State and Local Councils to NCSS

This committee had been an *ad hoc* committee for several years when the 1951 Board voted to make it a Standing Committee. It has already published a *Manual for Social Studies Councils* and is charged with these duties: (1) To assist editors of state and local journals; (2) To give service and assist officers of state and local organizations; (3) To serve as a clearing house for promising practices; (4) To serve as a sounding board for ideas emanating from local groups concerning Council policy; (5) To maintain close liaison with the Committee on Professional Relations.

Shirley Engle, School of Education, Indiana University, Bloomington, Chairman
Ruth O.. M. Andersen, Norwich (Connecticut) Free Academy
Harry Bard, Baltimore (Maryland) Public Schools
Lottie Burr, Dallas (Texas) Public Schools
Harris L. Dante, Kent State University, Kent, Ohio
William Dunwiddie, Neenah (Wisconsin) High School
Jack Fletcher, Tarpon Springs (Florida) Public Schools
Howard L. Hurwitz, Seward Park High School, New York City
Clarence Killmer, Cleveland (Ohio) Public Schools
Raymond Luttrell, Alhambra (California) Public Schools
Jack B. Pringle, Ottawa (Kansas) High School
Marguerite Skilling, Boone (Iowa) Public Schools
J. R. Skretting, University of North Carolina, Chapel Hill, *ex officio*

Ad Hoc Committees

Some committees are appointed for specific tasks which are to be completed within a year or two. Sometimes the work lasts longer than planned, and sometimes the committee finds that a standing committee should be appointed to carry on the work suggested by the *ad hoc* committee.

Affiliation Procedures

For some time it has been apparent that the procedure for state, local, and regional groups affiliating with the National Council has not been clearly defined. It is the task of this committee to study the affiliation procedures of organizations similar to the NCSS and to recommend an affiliation procedure to the Board.

Millicent Haines, Milne High School, Albany, New York, Chairman
Harold M. Long, Glens Falls (New York) High School
Hazel Phillips, Argo (Illinois) Township High School

International Activities

The increasing contacts between the NCSS and various foreign countries and areas make it desirable for the President to establish an *ad hoc* committee to coordinate and help give direction to these various projects. Part of the function of the committee this year will be to define the need for it and to uncover effective ways of working. The Committee on the Study of German Textbooks has been made a subcommittee.

Howard Anderson, U. S. Office of Education, Washington 25, D.C., Chairman
W. Linwood Chase, Boston University
Ralph W. Cordier, State Teachers College, Indiana, Pennsylvania
Merrill F. Hartshorn, Executive Secretary, NCSS
Allen Y. King, Cleveland (Ohio) Public Schools
Loretta Klee, Cornell University, Ithaca, New York
Richard Perdew, Bronxville (New York) Senior High School
I. James Quillen, Stanford University
Robert H. Reid, Committee on International Relations, NEA
Mabel Snedaker, University Elementary School, Iowa City, Iowa
Lewis Paul Todd, Editor, *Social Education*
Howard E. Wilson, Carnegie Endowment for International Peace

Sub-Committee on the Study of German Textbooks

Robert LaFollette, Ball State Teachers College, Muncie, Indiana, Chairman
Chester Easum, University of Wisconsin
Walter Mohr, George School, Pennsylvania
Burr W. Phillips, University of Wisconsin
Fremont P. Wirth, George Peabody College for Teachers

Commission on Policy Statement for the NCSS

This committee was created by the 1950 Board to develop a statement to take the place of "The Social Studies Look Beyond the War." It has a new statement in tentative form and hopes to present it at the annual meeting in Buffalo.

W. Francis English, University of Missouri, Columbia, Chairman
Jack Allen, George Peabody College for Teachers

Kenneth Cooper, George Peabody College for Teachers
Ruth Ellsworth, Wayne University, Detroit
Lawrence O. Haaby, University of Tennessee, Knoxville
James G. Harris, State Teachers College, St. Cloud, Minnesota
Manson Van B. Jennings, Teachers College Columbia University
Dorothy Pauls, St. Louis (Missouri) Public Schools
Ruth M. Robinson Cleveland (Ohio) Public Schools
Stanley Wronski, Boston University

Relations with Other Societies

This committee is charged with helping to arrange cooperative programs between the NCSS and various learned societies. Another function of the committee is to study the relationships between the NCSS and related organizations and to make recommendations to the Board for more effective procedures.

Julian C. Aldrich School of Education, New York University, Chairman
Franklin Burdette, University of Maryland (American Political Science Association)
William H. Cartwright, Duke University (American Historical Association)
Clark W. Cell, Winnetka (Illinois) Public Schools (American Sociological Society)
W. Francis English, University of Missouri (Mississippi Valley Historical Association)
John Harr, Northwest Missouri State College (Mississippi Valley Historical Association)
Erling M. Hunt, Teachers College, Columbia University (American Historical Association)
Clyde F. Kohn, Northwestern University (National Council of Geography Teachers)
Lawrence E. Leamer, Harpur College (American Economics Association)
Howard White, Miami University, Oxford, Ohio (American Political Science Association)
Henry J. Warman, Clark University, Worcester, Massachusetts (National Council of Geography Teachers)
Stanley Wronski, Boston University (American Sociological Society)

Social Studies in Vocational Education

The need for a committee to study the social studies program in technical and vocational high schools seems desirable. Members of the National Council interested in and familiar with the problems in this area are invited to write the President relative to appointments to this committee and to submit ideas for such a study.
(To be appointed at a later date)

Commission on Teacher Education and Certification

The National Council is one of the few organizations of its kind which has not had a committee at work in the area of teacher education and certification. To remedy this situation, an *ad hoc* committee has been created this year. It is the purpose of this committee to study the certification recommendations of other organizations and to deal with matters of teacher education which particularly affect the social studies.

William H. Cartwright, Department of Education, Duke University, Durham, North Carolina, Chairman
Jack Allen, George Peabody College for Teachers
Elsie Beck, Detroit Public Schools
Richard G. Browne, Teachers College Board, State of Illinois, Springfield
Merrill F. Hartshorn, Executive Secretary, NCSS
Thomas D. Horn, University of Texas
Royce H. Knapp, University of Nebraska
John U. Michaelis, University of California
Victor Pitkin, Connecticut State Department of Education
Roy A. Price, Syracuse University
Robert Schaefer, Harvard University
Wallace W. Taylor, State University of New York, Albany
Edgar D. Wesley, Los Altos, California
John H. Haefner, University High School, Iowa City, Iowa, *ex officio*

NCSS Representatives to the Commission on Economics in Teacher Education

At the Dallas meeting in 1952, the Board voted to cooperate with, and send representatives to, the newly-organized Commission on Economics in Teacher Education sponsored by the Joint Council on Economic Education. The President named these members as representatives of the Council for 1953:

Elbert Burr, Education & Personnel Department, International Harvester Company, 190 East Delaware Street, Chicago, Illinois
Helen McCracken Carpenter, State Teachers College, Trenton 5, New Jersey

Additional Contributing Members

It is very much regretted that the listing of Contributing Members which appeared in the February 1953 issue of *Social Education* for the year September 13, 1951 through December 9, 1952 was not complete. To rectify omissions we are listing below members of the Council who should have been included in the February issue.

Contributing Member for *five* years: Maud Austin

Contributing Member for *three* years: Jack C. Bogle

Contributing Member for *one* year: Walter Kops, Nazareth College Library

NCSS 33rd Annual Meeting

Buffalo, New York, November 26-28, 1953

This is a reminder that the National Council for the Social Studies will hold its Annual Meeting in Buffalo, November 26-28. Headquarters will be at the Statler Hotel. All requests for room reservations should be sent directly to the hotel.

It is not too early to begin thinking about making plans for attending this important meeting of your professional organization. You will receive much inspiration and practical help from the meeting by attending the sessions and discussing your problems with your colleagues.

This year the National Council of Geography Teachers will be meeting jointly with the NCSS

and that will add to the interest of the program. There will be an extensive exhibit of social studies teaching materials, which will give you an opportunity to bring yourself up to date on aids to teaching.

The program which appears most attractive and promising at this date will be a most profitable experience for those who attend. There is no substitute for attending the meetings of the NCSS and enjoying the experiences—exhibits, fellowship, and the varied events. For this reason you should plan to go all out for Buffalo.

Western Pennsylvania

The Western Pennsylvania Council for the Social Studies met at the University of Pittsburgh on February 28. Julian C. Aldrich, immediate past president of the National Council for the Social Studies, opened the sessions with an address on "How Can the Problems Approach Be Utilized in the Social Studies?" This was followed by a panel discussion on the same topic with the following panel members: Edwin R. Steinberg, Carnegie Institute of Technology; Thelma Waddle, Manchester Elementary School; Irene Brockmeyer, Avonworth Schools; Mrs. Ruth Grunable, Westinghouse High School; Mrs. Dell Popinger, West Allegheny Junior High School; and Mrs. Catherine M. Shatto, Shaler High School, served as moderator. At the afternoon session, Bryn J. Hovde, Executive Secretary of the Pittsburgh Housing Association, spoke on "How Can Western Pennsylvania Meet Its Housing Problems?" A panel then discussed "Housing as a Teaching Problem" with panel members Everett E. Utterback, General Counsel, Pittsburgh Housing Authority; H. William Hanna, Jr., Executive Director, Home Builders Association of Metropolitan Pittsburgh; Oakley W. Heselbarth, Director, Federal Housing Administration for Western Pennsylvania; Albert Dochla, McKeesport High School; Anna Traubert, Perry High School; and Oscar I. Harter, Oliver High School and President of the Western Pennsylvania Council for the Social Studies served as moderator. O.I.H.

Central Ohio

The Social Studies Association of Central Ohio held five meetings during this school year. On October 22 the topic for the meeting was "The Ohio Sesquicentennial." Mrs. J. Arthur McLean, Coordinator of Arts and Cultural Affairs spoke on "Plans of the Commission and Aids for Teachers." Arthur Browning presented a solo demonstration of a playlet with music, prepared for elementary grades, and suggestions for older students. The November 19 meeting considered "Why Foreign Educators Are Interested in America's Schools" with Dr. Abdul Aziz El Koussy, Director of the Institute of Education, Cairo, Egypt, as speaker. Everett Kircher, Ohio State University also served on this program. "What Would You Do With $350,000?" was the interesting topic discussed at the February 25 meeting by John Ramseyer, Director of the School and Community Study. The March meeting was a workshop planned in cooperation with the English Club and other groups. The final meeting for the year was a Banquet on April 22.

Maine

The Maine Social Studies Teachers Association (a department of the Maine Teachers Association) held its first independent meeting at the University of Maine on January 17. The theme for the meeting was "The Role of the Social Studies Teacher in a Changing Society." Himy B. Kirshen, University of Maine, chaired the opening general session that was a panel discussion on "What Should Be Taught in the Social Studies Courses in Our Schools?" Panel participants were L. Felix Ranlett, Librarian, Bangor Public Library; Benjamin Dorsky, President, Maine Federation of Labor; Mrs. Warren Overlock, chairman of the Bangor-Brewer Association of Social Agencies; George Liberis, Vice-Commander of James Williams Post American Legion; and John Lindsay political writer, *Bangor Daily Commercial.* There were four discussion groups at the afternoon session. (1) Social Studies and Civics, *Chairman:* John Parker, Fifth Street Junior High School, Bangor; *Recorder:* Mark Shedd, Garland Street Junior High School, Bangor; *Consultant,* Frank C. Foster, Department of Education, University of Maine. (2) World History, *Chairman:* Thomas Viola, Old Town High School, Old Town; *Recorder,* Brother Valerian Dwyer, John Bapst High School, Bangor; *Consultant,* David Trafford, Department of History, University of Maine. (3) American History, *Chairman:* Mrs. Helen Todd, Brewer High School, Brewer; *Recorder,* Eileen Cotton, Newport High School, Newport; *Consultant,* Robert York, Department of History, University of Maine. (4) Problems of Democracy, *Chairman,* Hector Hebert, Dexter High School, Dexter; *Recorder:* Leslie Whittemore, Bangor High School, Bangor; *Consultant,* Edgar McKay, Department of Sociology University of Maine.

Westchester County

Laura Shufelt, Assistant State Supervisor of Citizenship Education (New York), addressed the Westchester County Council for the Social Studies on January 13 at its meeting in Pleasantville. She discussed the state course of study, relations between the State Education Department and teachers in the field, and methods of drawing up Regents examinations. This was followed by group meetings on: American History, World History, and the Three-Year Program. After that there was a general meeting under the chairmanship of James Gallagher, president of the Council, to hear reports from discussion groups.

"Geography in the Citizenship Education Program" was the topic for the March 28 meeting at White Plains High School. Eunice Lloyd of Hastings was chairman of the program that included a film, group meetings based on grade level, general sessions, and an exhibit contributed by teachers relating to the meeting topic. M.L.

New Jersey

Bessie Cushman, Highland Park High School, President of the New Jersey Council for the Social Studies; arranged for two spring meetings of the New Jersey Council. On March 26 the group met at Rutgers University and after the welcome from Miss Cushman, Moe Frankel, Joint Council on Economic Education, chaired the meeting. At the opening morning session Austin J. Tobin, Executive Director of the New York Port Authority, spoke on "Authorities as a Government Technique." Following was a talk on "The New Jersey Turnpike Authority," by Paul L. Troast, chairman of the New Jersey Turnpike Authority. The luncheon meeting was addressed by Rutgers University President Lewis Webster Jones on "A State University and the Social Studies Teacher." The afternoon meeting opened with a panel discussion on "The Role of Authorities in New Jersey: An Evaluation." Chairman was Bennet M. Rich, Director of the Rutgers University Bureau of Government Research. Consultants included Senator Albert McCay of Burlington County, James W. McGrew, New Jersey Chamber of Commerce, and Mrs. Lillian M. Schwartz, secretary of the New Jersey Turnpike Authority. The discussant was Guy Savino of the *Newark Evening News*. The afternoon meeting was devoted to a discussion of "Integration of the Authority 'Into the Curriculum,'" by Stanley Langworthy, of the New Brunswick Public Schools.

The New Jersey Council participated in the 32nd New Jersey State Secondary School Conference at Rutgers with a morning program "Evaluation in the Social Studies" chaired by Carroll H. Leefeldt of Trenton Public Schools. Speakers included Russell Klinger, Trenton High School, dealing with "Implications of Evaluation for Instruction in the Social Studies"; G. Graham Beckel of Queens College discussing "Desirable Methods of Evaluation Now In Practice"; Elizabeth Kimball, Educational Testing Service, who spoke on "The Role of Tests in an Evaluation Program"; Bernard Corman of Columbia University's Citizenship Education Project who considered "The Citizenship Education Project—An Experiment in Interest Creation and Evaluation."

All social studies teachers and social studies organizations are invited to send in materials for these columns. Send in notes on the activities of your organization or school and other items of interest to social studies teachers. Mail your material to Merrill F. Hartshorn, 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: Oscar I. Harter, James S. Wade, Frank C. Foster, Mary Latimer, Bessie Cushman.

HISTORY AND THE CULT OF OBJECTIVITY

(Continued from page 221)

of these pioneer historians had in mind.

Thus we make ourselves neither scientific nor human by enslaving ourselves in our texts to the fact alone. We fail to stimulate and instruct young minds with the problems and purposes of life. We bury our ideals, our values, out of an obsessive fear of indoctrination. We make learning a skill, rather than true life-adjustment. We discourage adult opinion, for fear it may be "wrong" or subject to future attacks. And, finally, we fail to nourish our democratic faith if we fail to follow President Eisenhower's advice and "preach with conviction," after the facts are in.

Impartiality in method, however, still remains the perpetual duty and mission of the historian. "Not," as Guizot cautions us, "that cold and unprofitable impartiality which is the offspring of indifference, but that energetic and fruitful impartiality which is inspired by the vision and admiration of truth."

Pamphlets and Government Publications

Manson Van B. Jennings

National Park Service Materials

The National Park Service, established in 1916 as a bureau of the Department of the Interior, administers 178 national parks, historic parks and sites, battlefield sites, cemeteries, recreation areas, and the like, involving nearly 24 million acres of federal land. While most of these sites may be noted by tourists primarily for their scenic beauty, many of them are of considerable historic or prehistoric importance or scientific interest.

To promote the public enjoyment and appreciation of these areas, the National Park Service has published a great variety of leaflets and pamphlets that should prove useful in our social studies classes, and particularly in the study of American history. These materials are far too numerous to cite individually, but a generalized description of them can give some indication of their range and facilitate the selection of items for use in particular classes.

NPS Sales Publications

Upon request from teachers using school letter heads, the National Park Service (Department of the Interior, Washington 25) will send a bibliography of their publications in the field of history that can be purchased from the Superintendent of Documents, United States Government Printing Office, Washington 25. The Historical Series consists of approximately 30 booklets containing popular but accurate accounts of the historic events that occurred at specific sites. These range in price from 5 to 15 cents, average 16 pages in length, and are generously illustrated with photographs and maps, often including reproductions or photographs of primary-source materials. Typical of these are: *Abraham Lincoln National Historical Park* (Kentucky), *Appomattox Court House National Historical Monument, Custer Battlefield National Cemetery* (Montana), and *George Washington Birthplace National Monument.*

Another series listed in the above-mentioned bibliography is the Popular Study Series, a group of pamphlets of 20 to 30 pages, and costing 10 to 15 cents. Typical of these are: *Winter Encampments of the Revolution* and *Robert E. Lee and Fort Pulaski.* Again, these are written in popular style and are well illustrated with photographs and reproductions of primary-source materials.

The Source Book Series is perhaps the most valuable to history teachers of any of the sales publications of the National Park Service. *Yorktown, Climax of Revolution* (1941. 26 p. 20 cents) contains 16 accounts of various phases of the final battle written by participants in that historic event. Included also are four paintings and a reproduction of a map of the battleground, the latter having been made by a cartographer who is unidentified but was probably with the British forces during the siege.

The second booklet in the Source Book Series is *Abraham Lincoln From His Own Words and Contemporary Accounts* (1942. 55 p. 35 cents). This pamphlet is replete with excellent photographs of Lincoln, contemporary cartoons, and selections from 40 primary-source documents that should prove invaluable in stimulating interest in Lincoln and his times. Literally a bargain at twice its price, this excellent booklet should be made available to all students of American history.

Edited by Saul K. Padover, *Thomas Jefferson and the National Capital* (1946. 522 p. $1.75) is a volume with stiff cover dealing with the years 1783-1818 and containing notes and correspondence exchanged between Jefferson, Washington, L'Enfant, and others relating to the founding, surveying, planning, designing, constructing, and administering of the City of Washington. This, too, is well illustrated and gives an insight into one phase of the work of Thomas Jefferson that is not too well known. Moreover, it is a fine source book on the early history of the City of Washington.

Other pamphlets in the Source Book Series are *The History of Castillo de San Marcos and Fort Matanzas from Contemporary Narratives and Letters* (1943. 38 p. 20 cents), and *James Towne in the Words of Contemporaries* (1944. 27 p. 15 cents).

The bibliography of National Park Service sales publications in the field of history also includes an Interpretative Series, an Archeological Research Series, and an Historical Handbook

Series. The latter deals primarily, though not exclusively, with sites administered by the Park Service that are significant in our military history. These range in price from 20 to 35 cents and, in addition to presenting an account of the historical importance of a particular area, include excerpts, reproductions and photographs of primary-source materials.

Of marginal value to social studies teachers, though they certainly have implications for the study of conservation or human ecology, is the series of booklets on plant and animal life. These range in price from 10 cents to $1.25, with the majority of them costing 50 cents or more. Typical of these are: *The Wolves of Mount McKinley* (1944. 238 p. 40 cents), *The Sequoias of California* (1942. 28 p. 10 cents), and *Plants of Rocky Mountain National Park* (1933. 157 p. 55 cents). For full information on this series and all others mentioned above, write the National Park Service, Department of the Interior, Washington 25. All materials mentioned thus far, however, being sales publications can be purchased only at the Government Printing Office, Washington 25.

NPS Free Publications

The National Park Service also has undertaken to publish a great variety of pamphlets and leaflets which are available for free distribution. There is generally one such publication for each of the sites administered by the Park Service; it includes pertinent historical information and usually a map of the particular area with which the leaflet is concerned. All are nicely illustrated, including photographs of the site and of objects of interest such as museum pieces and the like.

The free publications, except for a sample packet, normally are not distributed from the office of the Park Service in Washington. That office, however, will send teachers requesting it on school letter heads a list of the mailing addresses of the more than 125 areas in the National Park System where free materials are obtainable.

Science Research Associates

In the November, 1952, issue (p. 340) we described three series of 40-cent pamphlets published by Science Research Associates (57 West Grand Ave., Chicago 10): the Junior Life Adjustment Booklets, the Life Adjustment Booklets, and the Better Living Booklets. The first series is designed for use by upper elementary and junior high school pupils, the second by senior high school students, and the third by parents and teachers. Among the additions to these series not heretofore noted in this column are:

Junior Life Adjustment Booklets—
- Ned H. Dearborn and Bill Andrews, *Your Safety Handbook*
- Donald E. Kitch, *Exploring the World of Jobs*
- Robert E. Merriam, *Politics for Boys and Girls*
- Bernice L. Neugarten, *How to Get Along With Others*
- Julius B. Richmond, *Your Health Handbook*
- Katharine Whiteside Taylor, *Getting Along With Parents*

Life Adjustment Booklets—
- Thomas Folds, *Your Taste and Good Design*
- William E. Henry, *Exploring Your Personality*
- Robert E. Merriam and John W. Bethea, *Understanding Politics*
- T. V. Smith, *Building Your Philosophy of Life*
- William S. Vincent and James E. Russell, *You and the Draft*

Better Living Booklets—
- Bruno Bettelheim, *Overcoming Prejudice*
- J. Roswell Gallagher, *Your Children's Health*
- Irene M. Josselyn, *Emotional Problems of Illness*
- George J. Mohr, *When Children Face Crises*
- Paul Witty, *Helping the Gifted Child*

Two other Science Research Associates publications of interest to guidance and social studies teachers are Ethel Kawin's *A Guide for Child-Study Groups* (72 p. 64 cents) and the *Guidance Index*. The former is an interesting manual on organizing study groups, with special attention to child study. Any teachers or other adults participating in study groups should find this most helpful. The *Guidance Index* is published monthly, September through May, at an annual subscription price of $4, and lists new pamphlets and books on guidance and related fields. The first part deals with materials for teachers, administrators and other professional workers, while the second part lists materials suitable for student use. The January, 1953, issue, for example, lists 63 separate items, each of which is carefully annotated. For a sample copy, write the SRA Sales Service Department.

Tests in Citizenship Education

The Citizenship Education Project of Teachers College, Columbia University, has devised two forms of the *Principles of American Citizenship Test* (Bureau of Publications, Teachers College, Columbia Univ., New York 27) that are designed to measure the student's understanding of the American citizen's rights and responsibilities and his ability to apply those understandings to specific situations. Norms have been established by giving these tests to 5,600 junior and senior high school students throughout the country, and regional norms are available on request. A pack-

age of 35 test booklets of either Form A or Form B, together with a set of answer sheets, a scoring key, instructions, and the norms, costs $3.50; additional answer sheets cost 75 cents for a package of 100. Each form consists of 54 items which can normally be answered in a 40-minute class period. Several of the questions, since they deal with the application of principles to specific cases rather than being questions of fact, lend themselves to considerable class discussion.

Intergroup Education

The Commission on Educational Organizations of the National Conference of Christians and Jews (381 Fourth Ave., New York 16) has published a series of eight pamphlets on intergroup education. Written for teachers and others working in this area, these booklets cost 25 cents each and range from 40 to 80 pages in length. The first of these is Helen F. Storen's *Readings in Intergroup Relations*, a selective, annotated bibliography that should be of particular value to serious students of intergroup education. Relatively few pamphlets are cited, but the author does include a list of the names and addresses of publishers of pamphlet materials in this field. Nor does she list novels in her bibliography, though she recognizes their value in offering insights and deepening understandings.

The other titles in this series are:

Gordon W. Allport, *The Resolution of Intergroup Tensions*

Harry Bard, *Teachers and the Community*

Mary Beauchamp, Ardelle Llewellyn and Vivienne S. Worley, *Building Brotherhood: What Can Elementary Schools Do?*

Prudence Bostwick, *Brotherhood Week: What Can Secondary Schools Do?*

Jean D. Grambs, *Group Processes and Intergroup Education*

Margaret M. Heaton, *Feelings Are Facts*

George and Fannie R. Shaftel, *Role Playing the Problem Story*

International Understanding

Compiled by Nora E. Beust and Gertrude G. Broderick, "Books to Help Build International Understanding Together With a Supplement of Radio Recordings and Transcriptions" (Office of Education, Federal Security Agency, Washington 25: 31 p. free) is an annotated bibliography selected for children and young people with special reference to the United Nations. With each item is a reference to the appropriate grade level.

Leonard S. Kenworthy has written numerous publications that should be of interest to teachers concerned with developing international understandings. Among these is a series of 50-cent pamphlets entitled *Studying Asia, Studying the U.S.S.R.*, and *Studying Africa*. At the time of this writing, the last is in preparation, but should be off the press shortly after the distribution of this issue of *Social Education*. The series deals with problems of teaching the particular subject with which each is concerned, and presents bibliographies of resource materials as well as the addresses of pertinent pamphlets publishers. These can be ordered by writing to Professor Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, N.Y.

Foreign Aid Programs

The January, 1953, issue of *Memo* (League of Women Voters, 1026 17th St. N.W., Washington 6: 30 p. 15 cents) is devoted to *The United States and the Underdeveloped Countries*. After two brief sections analyzing problems that face the United States and those facing the underdeveloped countries, the bulk of the pamphlet is devoted to "Steps Taken Toward International Economic Development," with particular attention to technical-assistance and capital-investment programs. Illustrated with charts and graphs and written in a popular style, this survey should be useful to senior high school students as well as teachers.

For the serious student of American foreign policy, *Foreign Aid by the United States Government, 1940-51* (U. S. Government Printing Office, Washington 25: 1952. 118 p. $1), published by the Office of Business Economics of the Department of Commerce, presents a comprehensive analysis of Government-aid-expenditures.

Other Materials Received

Lowry Nelson, *Migratory Workers: The Mobile Tenth of American Agriculture* (National Planning Association, 1606 New Hampshire Ave. N.W., Washington 9: 1953. 33 p. 50 cents)

Small Business: Its Role and Its Problems (Chamber of Commerce of the U. S., Washington 6: 1953. 33 p. 50 cents)

Frederick M. Stern, *Capitalism in America* (Rinehart & Co., 232 Madison Ave., New York 16: 1951. 119 p. 50 cents)

Alfred R. Oxenfeldt, *Economic Systems in Action: the United States, the Soviet Union, and the United Kingdom* (Rinehart & Co., 232 Madison Ave., New York 16. 1952. 175 p. $1.50)

Harry W. Laidler, *Socialism in the United States: a Brief History* (League for Industrial Democracy, 112 East 19th St., New York 3: 1952. 26 p. 25 cents)

Youth and the Community: Part II for Schools (Community Chests & Councils of America, 8 West 40th St., New York 18: 1952. 76 p. free)

Sight and Sound in Social Studies

William H. Hartley

A Yearly Review

Each year, in the May issue of *Social Education*, the Audio-Visual Committee of the National Council for the Social Studies sponsors a review of outstanding A-V material. Each member of the committee is asked to list current materials which he thinks worthy of special consideration by social studies teachers, and the editor of this department organizes these listings for publication. No Oscars are awarded to producers, nor do we claim that the materials listed here are all superlative. The purpose of this review is to call attention to material which is thought to be valuable for social learning and which might be overlooked by the busy teacher.

Sound Films for Sound Teaching

The number of good films for classroom use is increasing every year. More and more the producers of such films are limiting their productions to those which give a full consideration of some important topic rather than trying to give over-all pictures of a person, place or thing. Consequently we are getting films which take the time to develop a concept fully and do justice to the chosen subject. The films listed below deal with important aspects of the social studies and, properly used, will help to make the social world more intelligible to the young people in our schools.

American Democracy. A series of 8 films; 20 minutes each; sale, $85 each; rental, $4.50 for 3 days. (Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.) The titles of the films in this series are *Social Revolution, Centralization and Decentralization, Pressure Groups, Presidential Elections, Political Parties, World Balance of Power, Nationalism, The Social Process.* The first three are especially recommended as subjects in political science that effectively evoke classroom discussion and investigation of the topics. Less satisfactory are the last three which suffer from oversimplification and are little more than illustrated lectures. (For a complete review by William G. Tyrrell see the February, 1953, issue of *Social Education*, p. 84.)

American Harvest. 30 minutes; color; free loan. (The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11.) Shows the contribution of agriculture to the commercial and industrial strength of the United States. It furnishes pictorial evidence of the importance of the American farmer, not only as a producer of food, but also as a supplier of vital raw material for industry.

The Colonial Printer. 25 minutes; color; sale, $150; rental, $5. (Film Distribution Section, Colonial Williamsburg, Williamsburg, Virginia.) Features excellent settings for a story of colonial America showing the importance of the press and something of the printer's craft. Illustrates the part which the press played in bringing about the Revolutionary War.

Commonwealth of Nations. 30 minutes; rental, $3.75. (British Information Services, 30 Rockefeller Plaza, New York 20.) This film shows the present nature, extent and constitution of the Commonwealth. Gives a good idea of the purposes served by this form of organization, the benefits deriving from it, and the relationship among members. Material on this subject is scarce and this film serves a definite need.

Conducting a Meeting. 10 minutes; sale, $45; rental, apply at nearest film library. (Young America Films, Inc., 18 East 41st Street, New York 17.) Demonstrates and explains to group leaders and members of groups, the basic patterns for parliamentary procedure which contribute to an efficient and successful meeting. With the group approach to problem solving gaining strength in our classrooms, this film serves a real need.

The High Wall. 32 minutes; sale, $90; rental, apply. (McGraw-Hill Book Co., 330 West 42nd Street, New York 36.) The story of prejudice and bigotry which results in a teen-age gang war. A psychiatrist probes the causes underlying the hate-chain and discloses these causes to the audience. This film was produced under the joint sponsorship of the Anti-Defamation League of B'nai B'rith, the State of Illinois Departments of Public Information and Mental Health, and the Columbia Foundation of San Francisco.

Life in Ancient Egypt. 10 minutes; sale, color, $100; sale, black-and-white, $50; rental, apply at nearest film library. (Coronet Films, Coronet Building, Chicago 1.) An excellent film for setting the stage for a study of life in Ancient Egpyt and for evaluating Egypt's contribution to civilization. (For a complete review see *Social Education* for April, 1953, p. 182.)

People Along the Mississippi. 22 minutes; sale, $85; rental, $4.50 for 3 days. (Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.) Prepared with imagination and understanding, this film gives a memorable view of life and activities along the river from source to mouth. The film follows a toy boat down the river and shows the land and people with whom it comes in contact.

Outstanding Filmstrips

Filmstrips continue to grow in popularity. Teachers everywhere are finding that they can get many ideas across better with a series of related pictures and text than by any other method. The filmstrip is relatively inexpensive and a good local library can be built up so that the illustrative material is at hand when needed. The current school year has seen an unusually fine filmstrip production in areas much in need of vitalization.

ETHNIC FOLKWAYS LIBRARY

of folk music on records from many lands; authoritative, documented. These records point out: customs of world's peoples, religions and ceremonies, beliefs and concepts, mores, work and play activity, influence of one culture upon another, similarities and differences of cultures.

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FOLKWAYS RECORDS

117 West 46 St., New York 36

Age of Discovery and Exploration. Set of seven filmstrips; sale, $19.50 per set; $3 each. (The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11.) This new series of "mapstrips" consist of a sequence of maps showing the great movements of the period of discovery and relating them to their geographic background. Inset drawings portray significant incidents pertinent to the map. Reproductions of early explorers' maps, as well as tracings of their routes on present day maps, stimulate student interest. The titles of the strips are "The Crusades and Early Trade Routes," "The Norsemen," "Portugal Seeks a New Route East," "A New World Is Discovered," "Spanish Explorations," "French Explorations," "English and Dutch Explorations."

Background of Our Freedom Series. Set of 3 filmstrips; sale, $10 per set; $3.50 each. (Heritage Filmstrips, Inc., 89-11 63rd Drive, Rego Park 74, New York.) The titles are self-explanatory. "Passing a Bill Through Congress," "Popular Sovereignty—U. S. A.," and "Growth of Women's Rights—U. S. A.," are clear explanations of the topics announced.

Children Near and Far. Series of 9 strips in color; sale, $25 per set. (Eye Gate House, Inc., 2716 Forty-First Avenue, Long Island City, New York.) How children live in other lands. Titles include "Wambo and Tawa of the Hot Lands," "Nils and Gretal of Switzerland," "Pieter and Trina of Holland," "Togo and Yuki of Japan," "Nannook and Akawa of the Cold Land," "Ole and Olga of Norway," "Lung-Wu and Che-Tsoo of China," "Ahmen and Adah of the Desert Land," "Pedro and Maria of Mexico."

Field Trip Films. A monthly filmstrip visit to an historic shrine. Yearly fee, $20, or $6 for a single strip. All strips are in color. (Museum Extension Service, 10 East 43rd St., New York 17.) Titles are "Salem, Hub of Colonial Commerce and Culture," "Writing and Printing in America," "The Buffalo and Westward Expansion," "Land of the Free—Agriculture in America," "George Washington's Mount Vernon," "Golden Gate to the West," "River Boats and the Building of America," "American Literature—New England."

Filmstrip-of-the-Month Club for Elementary Grades. 10 monthly filmstrips on social studies subjects for the upper elementary grades. Sale, $30 per year. (Popular Science Publishing Co., 353 Fourth Ave., New York 10.) The following filmstrips in color, have been issued this year: "Our President," "Rediscovering America," "The Meaning of Thanksgiving," "Christmas in Many Lands," "Wintertime Safety," "A Visit to Japan," "Why We Pay Taxes," and "Freedom's Flag."

How Colonial America Began. Set of 6 filmstrips in color; sale, $31.50 per set; $6 each. (Popular Science Publishing Co., 353 Fourth Ave., New York 10.) Useful in the upper grades and junior high school for an authentic picture of the growth of the American colonies. Titles are "The New England Story," "The Middle Colonies," "The South Begins," "Home Life in Colonial Times," "Earning a living in the Colonies," "Democracy Begins in America."

Medieval Life. Set of 8 filmstrips in color; sale, $26.40 per set; $3.95 each. (Curriculum Films Inc., 10 East 40th St., New York 16.) Titles are "Lord and Vassal," "Castle Life," "Knighthood," "The Serf," "The Town," "The Guild," "The Fair," "The Monastery."

Mediterranean Culture. Set of 5 filmstrips in color; sale, $22.50 per set; $5 each. (Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.) The history of the ancient and modern Mediterranean world and the culture they produced is shown in this series of filmstrips. Among the scenes are those showing architectural works, sculpture, and monuments. The titles are "Ancient Egypt," "Modern Egypt," "Ancient Rome," "Modern Italy," "Ancient Athens."

The Protestant Revolution. Color; sale, $6. (Life Filmstrips, 9 Rockefeller Plaza, New York 20.) The story of the Reformation is told through contemporary paintings, illustrated manuscripts and remains. The rise of the Protestant church is shown in relation to other movements such as the rise of nationalism and the revival of classical learning.

Then and Now In the United States. Set of 18 filmstrips in color. Price per strip, $7.50; 6 or more strips, $6 each. (Silver Burdett Co., 45 East 17th St., New York 3.) This year the last six strips in this series were released. They maintain the same high standards of historical accuracy, artistic quality and logical construction that makes for teachability that was true of the first strips issued. The titles in the last group are "Then and Now in the Rocky Mountains," "Then and Now in the Great Plains," "Then and Now in California," "Then and Now in the Pacific Northwest," "Then and Now in the Southwest," "Then and Now Between the Western Mountains." Geography and history are fused together in these filmstrips in such a way as to give a complete picture of the section of the country being studied.

Recent Recordings

A number of very fine records have been produced for use in social studies classes in recent months. These are showing increased attention to the needs of learners and are presenting oral material in vigorous and stimulating fashion. A few of the better sets are listed below.

Anthology of American Folk Lore Music. (Folkway Records and Service Corp., 117 West 46th St., New York 19.) Excellent versions of traditional and historic music of America. Write to the same source for information about "Hymns and Carols of Early America," "This is My Land," "Mormon Folk Songs," "English Folk Songs," "Music of the Mediterranean," "Music of the World's People."

Enrichment Records. Series of 4 records based on the Landmark Books. Regular speed (78 rpm) albums, $2.80 each; long-play (33⅓ rpm) albums, $3.56 each. The following subjects are given dramatic treatment with background sound effects, music, and work songs: "Paul Revere and the Minute Men," "Our Independence and the Constitution," "Building the First Transcontinental Railroad," "The Wright Brothers, Pioneers of American Aviation."

Little Songs. Write for complete list. (Columbia University Press, 413 West 117th St., New York 27.) Records suited to use in the elementary grades. The list includes "Little Songs About the U. N.," "Little Songs on Big Subjects," "Little Songs on Living Longer."

Mr. President. (RCA Victor—May be purchased locally.) Traces the political highlights from the inauguration of Franklin D. Roosevelt for the first time to the election of Dwight D. Eisenhower. Excerpts from actual speeches and voices of prominent personalities tell the story without the usual distractions of emotional music and narration.

The Perfect Tribute. Set of 2 ten-inch records; sale, $3. (Maude Morlan, 2244 Hyde St., Salem, Oregon.) A dramatic presentation of the famous story surrounding the presentation of the Gettysburg Address. Sets the stage well and is deeply moving.

This Is The U. N. Long-play record; sale, $11.75; or on 5 regular speed records at $13.90. (Tribune Productions, Inc., 261 Broadway, New York 7.) A recording of the voices of the top personalities of the United Nations as they discuss problems of world-wide importance.

World History Series I. Set of three 12-inch records (33⅓ rpm); sale, $18.50. (Audio Classroom Services, 323 South Franklin St., Chicago 6.) The first recording deals with *The Ancient World* and the sequences tell of "The Phoenician Trade," "The Golden Age of Greece," "Turning Point for Rome," "Decline of Rome." The second record is on the *World of the Middle Ages,* and the episodes treat "The Feudal Manor," "Towns Against Feudalism," "Gateway to Discovery," and "The Renaissance Scientists." The third disc is on *The Dawn of the Modern World* and presents the stories of "Declaration of the Rights of Man," "The Emerging of Japan," "Prussia Forges a Nation," and "The Building of an Empire."

Maps and Atlases

Good maps are always welcome and the map companies have been busy this year bringing out *good* maps. Color on maps has been improved and the move is toward simplicity. Instead of trying to show everything on one map, the manufacturers have been producing specialized maps which clearly show one set of data. Teachers have welcomed this trend and more and more classrooms have had two or more maps down at the same time for comparison and to show contrast, change and growth. Below are some of the map materials worthy of attention and use.

American History Wall Atlas. 20 pages of wall maps, each 43 by 39 inches in size. (C. S. Hammond Co., 521 Fifth Ave., New York 17.) A double spread of wall maps; pages turn as in a book to show other maps. Printed in full color, the maps show the history of America from its discovery to the present time. Complete set sells for $18.95.

Booklover's Picture Maps. (R. R. Bowker Co., 62 West 42nd St., New York 19.) Maps printed on linen-like paper, size 20 by 26 inches, sell for $1.50 each. Included are "Booklover's Map of the United States," "Booklover's Map of the British Isles," "Battle Map of History and Story," "A Map of the Americas."

Full-Color Paper Maps. Map of the world or of the United States, 17 by 11 inches. (Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40.) Excellent maps for bulletin boards and pupil projects. Single maps, 20 cents; envelope of 50 for $4.

Geographical Terms Charts. (Denoyer-Geppert Co.—Address given above.) Two charts, one for the elementary grades and one for high school, show in pictorial terms the meaning of strait, archipelago, isthmus, and many other words which are essential to a reading of geography. The charts are $5 each.

Literary-Pictorial Map of the United States. (Also from Denoyer-Geppert—address given above.) This is a 7-color map depicting the literary development of the United States from colonial times to the present. Pictured on the map are the birthplaces of authors and scenes from their stories.

The Pacific Ocean. 10-color map of one-third of the surface of the globe. (National Geographic Society, 16th and M Sts., N.W., Washington, D.C.) A 37 by 21 inch map drawn on the mercator projection showing islands and coast lines on the Pacific. Important islands and island groups are shown in inserts around the border. The map sells for 50 cents.

A great deal of stress has been placed upon the importance of the proper equipment for teaching American history. With this equipment plus materials to be used in it, the teacher has it within his power to add to the reality of his teaching. It is true, however, as Horn points out, that "In the last analysis language rather than pictures must be the dominant factor, and unless the significance of what the picture presents is emphasized," the results may be limited. The use of pictures, radio programs, records and the like does not take the place of the teacher. It makes the teacher more important than ever, for he must select the proper materials, present them at the proper time and in the proper manner. (Quoted from William H. Hartley, "Audio Visual Materials and Techniques," in *The Study and Teaching of American History,* edited by Richard E. Thursfield as the 17th Yearbook of the National Council for the Social Studies.)

Book Reviews

FORMOSA: A PROBLEM FOR UNITED STATES FOREIGN POLICY. By Joseph W. Ballantine. The Brookings Institution, Washington, 1952. xi + 218 p. $2.75.

Should the U.S. encourage the Nationalist Government on Formosa to blockade the Chinese coast or to attack the Chinese mainland from the air? Should it proceed to build up the strength of the Nationalist armed forces to enable them to harass the Communists by constant raids or even to re-open the civil war in China? Should it do these and other things in order to relax the Communist pressure in Korea? Or should it remain aloof in the conflict between the two Chinese Governments in order to avoid the risk of a general Far Eastern War and perhaps of a Third World War? Should it take those decisions alone or in consultation with the main Allies in Europe and Asia? These and similar questions are being debated actively at the present time. Whatever will be the eventual decisions, they will affect our lives for a long time to come.

Mr. J. W. Ballantine is well qualified for the task of analyzing these questions. An expert on Far Eastern affairs of long standing and a former official of the State Department (1909-1947), he can present the Formosan, or rather the Chinese, problem to his countrymen from practical experience. One must admire his skill in condensing a complex problem within some two hundred pages and providing the reader with all the necessary data and a very clear outline of alternative policies open to the American nation.

Formosa ceased in 1949 to be the "Ilha Formosa" (Beautiful Island), as the Portuguese baptized it in 1517. With the transfer of the seat of the Nationalist Government to the island, it became one of the explosive centers of international politics. Since the outbreak of the Korean War, Formosa has become one of the potential sparks for a Third World War. It was lost by Japan by virtue of the San Francisco Peace Treaty of 1951 and claimed by the Chinese Communist Government. It has great strategic value as one of the links in the long chain of islands which form the American defense line in the Pacific stretching from the Aleutians to the Philippines. It is considered by some as a springboard for a new struggle for the Chinese mainland or as a prospective diversionary front which would relax the Communist pressure in Korea and Indo-China. Other people fear that American policy, in support of the Nationalist armed forces in their attempt to re-open civil war in China, might alienate the sympathies of several European and Asian Governments. Such a policy might thus result in undermining the present Western coalition, leaving the U.S. isolated. Other people think that an offensive policy, using Formosa as the springboard against Communist China, would end in the Far Eastern War entailing risks difficult to calculate in advance.

The author refrains from advocating any particular policy, but points out carefully and incisively all the implications of the alternatives noted above. Any one who wishes to follow intelligently the present discussions and proposals as to our Far Eastern Policy will find this brief but trenchant analysis indispensable.

W. W. KULSKI

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THE TAMING OF THE NATIONS. By F. S. C. Northrup. New York: Macmillan, 1952. xii + 362 p. $5.00.

The author's earlier *The Meeting of East and West* marked him as our most understanding and sympathetic student of the relations of European and Asiatic value-systems and cultures. In this "study of the cultural basis of international policy," Mr. Northrup focuses our attention on the roots of religious and philosophic outlooks and ways of thinking in the eastern and western worlds. Only as we realize the profound differences in the approaches to life (not merely in cultural or technological patterns) between East and West, can we, Mr. Northrup believes, hope to build a viable peace.

About one-half of *The Taming of the Nations* is devoted to a penetrating study of the religio-philosophic sources of Indian, Chinese, Japanese, and Islamic thought. The author portrays sympathetically and incisively the deeper aspects of religious and philosophic identities among Hindus, Buddhists, Confucionists, and the other religions of Asia. These identities express themselves, on the one hand, in a normative view of man and nature as merged in some wider unity

(the Godhead). On the other, they are reflected in a common pattern of the joint-family as the basis of economic, social, and other relationships. The core of these relationships is the mediation rather than the legal (all-or-none) settlement of disputes. These underlying identities help us to understand the apparent divergences in domestic and foreign policies which the Asiatic countries pursue from what we westerners wish—or comprehend.

With equal insight and sympathy Mr. Northrup analyzes Islamic religions and cultural traditions and attitudes. Closer to our Hebraic-Christian, Greco-Roman background of thought and practice as to the nature of man and God, of intellectual outlook and scientific culture, Islam differs from both East and West in one major respect. The dichotomy between religious and secular affairs so characteristic of western culture, is completely absent from Islamic thought and institutions. Thus, Islam stands between the Asiatic and European-American cultures.

Our own and the Communist cultures are dissected with skill and detachment. The "fragmentation" of western civilization he attributes to our losing "from our cultural background and unconscious habits, the basic spiritual values which this science of ours exhibits and from which it derives . . . (the) concept of the spiritual as the freely found and accepted lawful universal." The fragmentation expresses itself in "modern political nationalism." The Communists reject this concept completely and so adopt a progressively materialistic philosophy; its logic is domestic tyranny and international revolution.

It is out of these conflicting backgrounds that a world order must be built—if we are not to perish together. How can it be done? Mr. Northrup believes it can be done only if we recognize and guarantee cultural pluralism within the framework of a legal order with sufficient force to protect the great cultural groups against aggression. The United Nations is essential—but not enough. The principle of the rule of law must be combined with the principle of cultural autonomy of each cultural-political group within the world organization—and within its own borders. These groups, Mr. Northrup believes, are already emerging in the decline of political nationalism and economic imperialism and the rise of "culturalism"—the unity of culture among similar peoples.

He finds seven "major cultural political units" already more or less consciously combined (pp. 286-94). The relatively few national states omitted will, he believes, be drawn by identities of cultural traditions and outlooks into one or the other. Once developed, these groupings can live harmoniously because of their internal identities of culture and their mutual respect based on the guarantees of the world organizations.

This volume is one of the most important studies in international relations (and of our foreign policy) to appear in many years. It is, indeed, a "must" for anyone seriously concerned to appraise current U.S. policy—or the bases of a durable peace.

PHILLIPS BRADLEY

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●

GERMAN NATIONALISM: THE TRAGEDY OF A PEOPLE. EXTREMISM CONTRA LIBERALISM IN MODERN GERMAN HISTORY. By Louis L. Snyder. Harrisburg, Pa.: The Stackpole Company, 1952. 311 p. $3.00.

It is the purpose of the author, professor of history at the City College of New York, to "describe the extremist thinking that played so important a role in the development of German nationalism, and to evaluate it in the light of the liberal-extremist dichotomy." The author does not maintain that all German intellectual ideas in the nineteenth and twentieth centuries were extremist and irrational; he does not attempt to minimize the great contributions of the German people to world culture, and he does not deny the existence among the Germans of important ideological links—religious, rational, and humanistic—with Western Civilization." Yet attention is deliberately focused on those men, prophets of nationalism, who have prepared the way for Hitler. This work therefore is to take its place, and no unimportant one, in the still growing literature on the origins of National Socialism, among the books of Aurel Kolnai, Hermann Rauschning, Peter Viereck, and others.

National Socialism is not considered by the author a bolt out of the heavens, a "catastrophe," as for instance by the German historian Friedrich Meinecke. It is rather emphasized throughout the work that its roots lay deep in German history for the last century and a half. Despite its own claims to historic novelty, Nazism has added little to the elements inherited from the German past save genocide. This is shown in special case-studies centered on Jahn, Friedrich List, von Gagern, several German historians, Richard Wagner, Adolf Stoecker, "Pseudo-Philosophers" from Julius Langbehn to Alfred Rosenberg, and mili-

tary writers from Karl von Clausewitz to Ewald Banse. There is unity of theme here, a penetrating analysis of German nationalism and its diverse elements, and an incisive criticism of German liberalism and its weaknesses. A scholarly, well foot-noted work, with a distinct viewpoint, yet not doctrinaire, it is judicious in tone and spirit.

While stressing those ideas in Nazism which were rooted in German history of the last hundred and fifty years (excessive nationalism, the idea of the all-encompassing, totalitarian state, the Fuehrer-concept, the *Blut-und-Boden* doctrine, the disparagement of reason, ruthless militarism, anti-Semitism, *Drang nach dem Osten*, and Pan-Germanism), the author is aware that some of these phenomena are by no means peculiar to the German people. Yet extreme nationalism and militarism among the Germans had attained a "unique" character. "The majority of Germans were undoubtedly similar as human beings to the peoples of other countries," yet "the majority has been so effectively conditioned to receptivity of the cult of force that it went to war with alacrity as soon as the ruling minority gave the signal" (254). While extremist nationalism remained outside of Germany isolated and in effective, it became dominant in Germany. Generations of training and education had made the Germans receptive for the ideology of Hitlerism.

The selection of German representatives of the various fields of activities is made from a broad area. As far, however, as German literature is concerned, mainly the Grimm brothers' Fairy Tales and their national aspects are pointed out. In the field of German philosophy the author does not enter into a discussion of Fichte, Hegel, or Nietzsche. Only "Pseudo-Philosophers" as Julius Langbehn, non-Germans as Gobineau and H. St. Chamberlain, and Alfred Rosenberg are dealt with. It remains therefore uncertain whether, in the opinion of the author, no German philosopher of distinction has, wittingly or not, contributed to the growth of that intellectual climate in Germany the existence of which is held to have facilitated the acceptance of Nazism by the great majority of the German people.

The German historian Heinrich Leo is referred to under an inversion of names (137). Treitschke's articles on the Jewish question in 1879-80 were entitled *Ein Wort ueber das Judentum*, not *Juedentum* (182), which would make them appear even more anti-semitic. Max Nordau, in the context in which he is quoted, should perhaps be pointed out as a German Jew, instead of being referred to simply as a German.

No claim is made by the author that his work is a comprehensive history of German political thought in the last hundred and fifty years. It is rather a discussion of significant aspects of the national idea among the Germans since 1800, including the relation of nationalism and liberalism. As such it will prove to be a valuable contribution to the continuing discussion on Germany and the Germans. This book should be useful for collateral readings in Modern European history courses and in courses on German history and German literature of the nineteenth and twentieth centuries.

ALFRED D. LOW

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OUTSIDE READING IN SOCIOLOGY. By E. A. Schuler, D. L. Gibson, M. L. Fiero and W. B. Brookover. New York: Thomas Y. Crowell Co., 1952. xii + 884 p. $2.95.

This collection of readings impresses this reviewer as the best so far to appear for the underclassman in college. The selections, from the "Introduction" containing essays on the nature and application of science, through "Environment and Preconditioning Factors," "Person and Group," "Collective Behavior," "Stratification," "Communication," "Social and Cultural Change" et cetera, are all carefully chosen to point up important sociological phenomena. The compilers have, for the most part, brought together graphic and interesting material that should captivate, even the lethargic student. Nearly one hundred items are included with a time and content span from Jefferson, Ward and Durkheim to Steinbeck, Berelson and Kluckhohn!

Each selection is prefaced by a brief (perhaps 200 words) statement giving setting to the reading. In some cases these paragraphs contain references to the relatedness of other essays in the book to the topic at hand. These two things help tie the entire book together.

The section dealing with economic institutions is refreshingly free of the obfuscation so prevalent among contemporary writers in this area. Many a good sociology text has been ruined by the dilettante who seeks to be safe in the arms of obscurantism. Instead, there is a vignette of Veblen and a fascinating story on the struggle with corporate monopoly. A Della Cyrus essay

would have given timeliness and pertinence in the same way to the two rather dull selections on the Family. Yet, it could not be said in fairness that the book is strongly biased. Idea and counter idea are represented on the hotly controversial issues of our time. The book's value and interest is a product of its compilers, willingness to include the critical problem. Perhaps they agree with Hazlitt in believing that a topic that is not controversial is not worthy of discussion.

A closing section contains an article on Sociology as a professional field and one on Social Work as a profession. This is followed by a useful correlation of the readings in this book with current elementary Sociology texts.

Sociology even in the hands of a pedestrian professor should not be a boring subject. If you have a staff member who insists, by theorizing and by uninspired teaching, on dulling a vital discipline, encourage him to use "Outside Readings in Sociology."

EUGENE P. LINK

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●

THE GROWING HUMAN FAMILY. By Minoo Masani. New York, Oxford University Press, 1951. 127 p. $2.75.

BIG FAMILY OF PEOPLES. By Irmengarde Eberle. New York, Thomas Y. Crowell, 1952. vii + 246 p. $3.

THE STORY OF PEACE AND WAR. By Tom Galt. New York, Thomas Y. Crowell, 1952. 202 p. $2.75.

PEOPLE ARE IMPORTANT. By Eva Knox Evans Irvington-on-Hudson. Capitol Publishing Company, 1951. 87 p. $2.50.

PUT DEMOCRACY TO WORK. By Ruth E. Wagner and Ivah E. Green. New York, Henry Schuman, 1952. xiv + 142 p. $3.

A FAIR WORLD FOR ALL: THE MEANING OF THE DECLARATION OF HUMAN RIGHTS. By Dorothy Canfield Fisher. New York, Whittlesey House, 1952. 160 p. $2.75.

Social studies teachers in the upper elementary and junior high school grades should rejoice at the appearance within the past two years of several books on the peoples of the world and the United Nations. There is still room for writers of children's books to add to this important field, but the books listed above do fill in an area in which there has been a dearth of good materials.

To the above collection of books should be added Eleanor Roosevelt and Helen Ferris' *Partners: United Nations and Youth* (Doubleday, 1950), Ralph and Adelin Linton's *Man's Way from Cave to Skyscraper* (Harper, 1947) and the three books of Florence Mary Fitch on *One God: The Ways We Worship Him* (Lothrop, 1944), *Their Search for God: Ways of Worship in the Orient* (Lothrop, Lee, and Shepard, 1947, and *Allah: The God of Islam* (Lothrop, Lee, and Shepard, 1950).

Each of these volumes attempts to help children to understand their world neighbors better and to appreciate the long struggle to create a world community based on peace and on justice. Each author approaches this broad field from a different path, but every one of them takes the readers towards the same goal of seeking similarities and respecting differences among the varied peoples of the earth.

The pen and ink sketches by C. H. G. Moorhouse in *The Growing Human Family* depicting in a page or half page such ideas as the transition from the village community to world federation or the chief characteristics of village life in Asia and Europe are especially outstanding. In this volume the author's Indian background give it a slant which our American and European authors could not contribute. Some of the sentences are

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long and some of the material too adult for elementary and junior high school readers, but this history of the growing human family is a rare addition to literature on the world.

Those who have read previous books by Irmengarde Eberle, especially her *Basketful: The Story of Our Foods,* will welcome this new volume by her on *Big Family of Peoples.* There is the same clarity of ideas, the same simplicity and charm of style, and the same human understanding which has characterized her previous volumes. Her opening chapter is on the early nomadic peoples, "Roamers and Mixers." Then in nine chapters she discusses briefly but in a clear, highly readable style the Egyptians, the Negroes, the Mongolians and Chinese, the Jews, the Greeks, the Romans, the French, the Germans and Scandinavians, and the English. The final chapter is on "All Mix Again in the Americas." The book can be used as a good reference on the study of any of these people or as an introduction to all the peoples of the globe.

In 1947 Tom Galt wrote one of the few readable accounts for children of the United Nations, under the title *How the United Nations Works* (Crowell, 1947). His new volume on *The Story of Peace and War* is in a sense a companion volume. It starts with the first conflicts between men and with their early attempts at federation and traces the story of international conflict and international cooperation down to the United Nations. The last 80 pages are devoted to the U.N. The book is the only one of its kind in the field and is a welcome volume, even though the story becomes monotonous and the reader suspects that readability experts influenced him too much in constricting the rich vocabulary and sentence structure which was such a marked characteristic of his earlier account of the U.N. The use of time-lines or sketches would improve the appearance of the book and make the reading easier for children.

People Are Important is just about the best book one can imagine for children (or grown-ups) on the two and a half billion men, women, and children in the world today. With a light touch and a delightful sense of humor, Eva Knox Evans points up the differences between people in their ways of living and shows how these are merely superficial differences. Chapter headings such as "About Snails and Ice Cream and Other Good Things to Eat" and "About Blue Jeans and Igloos and Other Ways of Being Comfortable" indicate the tone of the entire book. It is "tops" in this reviewer's estimation.

Put Democracy to Work by Ruth Wagner and Evah Green accents what boys and girls can *do* about human relationships on the national and international level. It concentrates on the "action" approach to world understanding. Cartoons and pictures help to make this an attractive book while the wide margins and space between lines make it especially easy to read. Democratic action is the theme running through this excellent volume.

A Fair World for All is a superb example of how the United Nations can be presented in simple language to children and related to events in their everyday lives. It is the story of the Declaration of Human Rights, with a short chapter on each of the articles of that document. Sketches in color on almost every page add immeasurably to the attractiveness of the book and to the reader's understanding of the equally graphic style of this well-known writer. This volume can be used with fifth and sixth grade children, which makes it one of the very few books on the U.N. which can be recommended for that age group.

Teachers have been handicapped in the past by the lack of books looking at the world as a whole. These books now make it possible to study the peoples of the world as well as the people of individual nations or regional groups. They are of unusually high caliber and in most cases very attractively printed. The reviewer is enthusiastic about these additions to our social studies materials for developing world understanding. He hopes they will be widely used.

LEONARD S. KENWORTHY

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Brooklyn, New York

●

INTERGROUP EDUCATION IN PUBLIC SCHOOLS. By Hilda Taba, Elizabeth Hall Brady, John T. Robinson. Washington, D.C.: American Council on Education, 1952. xii + 337 p. $4.

Readers who have followed the publications of the four year project known as Intergroup Education in Cooperating Schools know that Miss Taba and her associates made large-scale attack on the problem of human relations. From the staff have come a series of Work-in-Progress publications;[1] from the teachers in the cooperating schools, numerous articles[2] in professional journals. This

[1] *Reading Ladders for Human Relations; Literature for Human Understanding; Sociometry in Group Relations; Curriculum in Intergroup Relations; Case Studies in Instruction for Secondary Schools; Elementary Curriculum in Intergroup Relations;* and *With Focus on Human Relations.*

[2] Listed in Appendix B, pages 328-332.

final report, *Intergroup Education in Public Schools,* is a guide to help teachers and other community leaders identify group problems and find solutions through changes in curriculum, in class and school organization and in school-community relationships. The authors illustrate theory and philosophy by anecdotal accounts of the experiences of teachers, parents and children.

In the Intergroup Education Project, sponsored by the American Council on Education and financed by grants from the National Conference of Christians and Jews, experiments arising from specific local needs were undertaken by 19 school systems in 14 states. About 70 projects produced measurable group action or a publication. The staff, augmenting direct guidance of teachers in the field by a series of summer workshops, trained more than 2000 leaders.

Curriculum development, the central task of the propect, aimed at fundamental changes in existing curriculums rather than isolated units or special courses. Programs were concentrated in four areas—the family, the community, American culture and interpersonal relations. The needs and interests of children and core concepts basic to intergroup relations provided the criteria for selection of content and methods.

An important function of the staff was the application of the pertinent scientific knowledge from biology, sociology, social psychology and anthropology to local group interaction research. Objectives were defined in terms of "factual knowledge and ideas, social sensitivity, rational and objective habits of thought, and the social skills." The futility of factual knowledge alone is illustrated by the observation that "little was accomplished toward developing respect for the Negro race by studying the life of George Washington Carver as long as Negro boys and girls were kept out of the school orchestra."

The project developed new methods of social research and made new use of familiar techniques. Sociometric studies were used to identify human relations problems, to plan for the regrouping of school and club associates and to evaluate the results of experimental programs. Diaries, questionnaires, interviews and informal association and observation were also used.

The authors cite as one outcome of this project that "intergroup education ceased to be considered as the exclusive concern of propagandists, hotheads and reformers." They also report the correction of preconceptions that such projects can be accomplished only by naturally gifted

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teachers using revolutionary methods. They found that "all kinds of teachers did develop adequate competencies for work in this field, provided that ways were found to tap their motivations, to assess the skills they needed, to train them in these skills, and to set up learning situations in which fear of committing errors on new trails was minimized." They concluded also that emphasis upon intergroup education is possible within the present framework of public school education and the "fundamental aims and concepts of human and group relations are not radical strangers in schools that have taken democratic values seriously."

LAURA M. SHUFELT

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Publications Received

Allbaugh, Leland G. *Crete: A Case Study of an Underdeveloped Area.* Princeton, New York: Princeton University Press, 1953. xx + 572 p. $7.50.

Andrews, Mary Evans. *Messenger By Night.* New York: Longmans, Green and Company, 1953. 206 p. $2.75.

Kent, Donald Peterson. *The Refugee Intellectual.* New York: Columbia University Press, 1953. xx + 317 p. $5.00.

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Miner, Horace. *The Primitive City of Timbuctoo.* Princeton, New Jersey: Princeton University Press, 1953. xix + 297 p. $5.00.

Nesbitt, Marion. *A Public School for Tomorrow.* New York: Harper and Brothers, 1953. xvi + 164 p. $2.50.

Nisbet, Robert A. *The Quest for Community.* New York: Oxford University Press, 1953. ix + 303 p. $5.00.

Penrose, William O. *Freedom is Ourselves: Legal Rights and Duties of the Citizen as a Basis for Civic Education.* Newark, Delaware: University of Delaware Press, 1952. xvii + 256 p.

Rasey, Marie I. *It Takes Time.* New York: Harper and Brothers, 1953. x + 204 p. $3.00.

Rienow, Robert. *American Problems Today.* Boston, Mass.: D. C. Heath Company, 1953. xv + 704 p. $4.

Runes, Dagobert D. *The Soviet Impact on Society.* New York: Philosophical Library, Inc., 1953. xiii + 202 p. $3.75.

Simpson, George Eaton, and Yinger, J. Milton. *Racial and Cultural Minorities.* New York: Harper and Brothers, 1953. x + 773 p. $6.00.

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